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ABSTRACT

A comprehensive assessment of Right to Read programs in Illinois is provided in this final report. The chapter headed "Purposes of the Report" includes a description of the development of evaluation rationale and design, presentation of findings and products, and format for provision of conclusions, implications, and recommendations. "Methodology" explains file analysis, construction of taxonomy, and instrument design; computer program development; selection model analysis; analysis of training programs conducted; and analysis of state staff utilization of time and resources. "Findings" summarizes the status of Right to Read projects, factors contributing to project success, cost-benefit analysis, and major findings. "Limitations of the Study, Implications and Recommendations" provides suggestions for improvement, describes ramifications of the program, and makes recommendations for future implementation. Appendixes include time lines, operationalized definitions of program functions, monitoring instruments, a user's manual, activities for staff utilization of time, and a proposed total budget. (KS)

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Evaluation of Right To Read in Illinois:

Final Report

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H.S.S.

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G.E.O.

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I. Introduction

One of the basic skills required by our society is literacy, and the institution in our society charged with this responsibility is the school. In recent years there has been some concern that schools are not able to perform this function fully without aid from other agencies in the society, such as the home, the community, public libraries and industry. Much publicity at the federal, state and local levels has been given to the lack of literacy in the American population. High national priority has been assigned to the acquisition of literacy skills by children and adults. Further, federal funding for a variety of literacy training programs for all segments of the population is indicative of the commitment by various agencies to the creation of a completely literate population. The continued funding of the literacy efforts of 27 state directed Right to Read (R2R) Programs represents one such commitment. The state of Illinois through its state educational department has been involved in Right to Read programs for the last three years. It is appropriate that programs of this importance be evaluated carefully.

The comprehensive assessment of Right to Read programs in Illinois began September 15, 1975. A proposal was submitted by the Research and Development (R&D) Center of the College of Education, Roosevelt University in the summer of 1975 in response to an RFP from the Illinois Office of Education. The request for proposals called for an outside evaluation of approximately 60 projects throughout the state and the two training programs operated to prepare Right to Read directors.

The three general purposes of the Right to Read effort in Illinois are:

1. To provide local citizens with the knowledge and expertise necessary to achieve 90% literacy by 1980;

2. To encourage the development of action programs at the local level to achieve the above goal;

3. To train local Right to Read directors in the areas of recent trends in reading, good communication techniques, working with local advisory councils, planning and assessing programs.[1]

The contract to evaluate the Right to Read programs in Illinois was awarded by the Illinois Office of Education to the Research and Development staff of Roosevelt University. The following objectives had to be accomplished in the time frame September 15, 1975 through March 31, 1976.

1. To analyze and report the state level Right to Read status relative to program objectives.

2. To analyze and report local education agencies status relative to criteria for community literacy programs established by the state Right to Read Advisory Council.[2]

3. To prepare a computer model for monitoring, reviewing, updating and adjusting Right to Read activities of the local education agency.

4. To analyze and interpret the present implementation process followed by the state level Right to Read Program and recommend alternative avenues for reaching objectives.

A few words should be said about the structure and function of the Right to Read Program in Illinois. The Right to Read Program in Illinois was federally funded initially in 1973 through a grant to the state upon submission of a proposal prepared by the members of the state Right to Read staff, functioning in the former Office of the Superintendent of Public Instruction (OSPI), Instructional Services Division. The state staff included a director of R2R and three consultants, one for each geographic region in the state. In 1974-75 the state R2R staff planned the program with the approval of the Director of the Instructional Services Division, recruited applicants for the training programs, selected candidates for the training programs, engaged consultants and space for

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[1]Paraphrased from RFP issued by Right to Read staff of Illinois Office of Education, June, 1975.

[2]It was discovered that the Criteria for Community Literacy Programs being developed by the State Advisory Council was in the working draft stage and was not approved by the Council or communicated to local project directors. Consequently, the objectives could not be used for evaluation of local projects.

the two training programs (January, 1974 and August, 1974), prepared materials, assessed activities such as the training programs, prepared reports and proposals, and allocated and managed other resources of the R2R funds. In December, 1975 the new State Superintendent of Education instituted different organizational arrangements in the Illinois Office of Education (formerly the OSPI). The Instructional Services Division became the Division of Program Planning and Development and a new Director was appointed when the former Director was selected to function as a special consultant to the new Superintendent. In 1976 the Right to Read staff was reduced to the Director and one Educational Consultant and the new round of training programs was contracted out to three universities, one in each of the three regions in the state.

Several interesting problems surfaced during the period of the formulation and implementation of the proposed evaluation design. For example, the design called for the specification of objectives at the local and state level. It was discovered that no single set of objectives or tasks existed to structure the activities of the projects at the state or local level. Local projects had the option of implementing the three broad R2R purposes stated above in what they perceived to be the most expeditious way, given their roles and their communities. The state R2R staff supported local efforts through workshops, site visits, literature, information dissemination and consultant service. No standard of performance at the local level was available, but the state staff members could identify "successful and unsuccessful" projects. It was necessary for the R&D evaluators to objectify and specify the implied criteria upon which the state staff's judgments were made. Additionally, the evaluators had to accommodate the feature of self-selection or voluntarism in the analysis of the local project directors' activities. Although local R2R directors were given living expenses during the four week state sponsored training programs, their R2R activities were entirely voluntary when they returned to their local districts.

Given the commonalities and the unique features of the Right to Read Programs in the State of Illinois, the Research and Development staff proposed to design the evaluation based on the Discrepancy Evaluation Model.[1] The Discrepancy Evaluation Model (DEM), well-known to educational researchers, is well-suited to the evaluation of state-wide and federal projects,[2] each of which has a set of common elements and unique program features.

A complete explanation of the rationale and design of the evaluation is presented in section II. However, it should be stated here that the evaluation scheme designed was comprehensive, systematic and involved a continuous monitoring process for the multi-year program.[3] The model further provided for both formative and summative evaluation.[4] Information could be gathered systematically and periodically and the design allowed the analysis of the information to be easily and quickly available to program management. Finally, the model provided comparative data concerning the many local projects involved in the state-wide Right to Read program.

The DEM required the specification (by participants in the program at the state and local levels) of a set of ideal goals or objectives which could be met by accomplishing a set of tasks attendant to each of the objectives. Then measures were made of how many tasks had been accomplished as a kind of reality check. By comparing the real accomplishments and the ideal objectives, a dis-

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[1]Malcolm Provus, Discrepancy Evaluation, (Berkley, California: McCutchan Publishing Company, 1971).

[2]"Evaluation Workplan and Program Design for New Hampshire State Department Right to Read Program," FY 1975.

[3]J. R. Sanders, and D. J. Cunningham, "A Structure for Formative Evaluation in Product Development," Review of Educational Research, 1973, 43(2), p. 217.

[4]M. Scriven, "The Methodology of Evaluation" in R. E. Stake (Ed.), AERA Monograph Series on Curriculum Evaluation, No. 1, Chicago: Rand McNally, 1967.

crepancy score is derived.

The four initial proposal objectives in the contract did not call for specification of each program's unique set of goals. After consultation with the state R2R staff, the two additional proposal objectives were included in the evaluation design. The Research and Development Center would:

1. Prepare a taxonomy for the discrepancy evaluation of the Right to Read Programs in Illinois from all generic and specific material collected by the Illinois Office of Education. The taxonomy would be a classification system prepared in terms of the major elements of the program and the specific sub-elements, receptor populations and project activities. An example of the general aspects of the taxonomy is shown in Appendix A. The taxonomy would be coded for the computer.

2. Prepare an "ideal" set of qualitative and quantitative criteria for each of the major objectives in the Right to Read Program in Illinois from the file material available.

During the months of September and October 1975, several meetings were held with the staff of the R & D Center and the state R2R staff. In the course of the discussions, it was determined that it would be more useful if the R and D staff would design a monitoring instrument based on common and optional objectives established by the state and the local projects. Consequently, the four original objectives of the evaluation contract were modified as follows:

1. Assess the training programs with respect to project and personnel attrition rates and degrees of success. (See October 17, 1975 Interim Report in Appendix A)

2. Collect, analyze and interpret status of Right to Read programs on a statewide, regional and local level by examination of the Right to Read project files, telephone interviews and mailings.

3. Review data and prepare a computerized model for monitoring, reviewing, updating and adjusting activities at the local level.

4. Analyze the present implementation process of the State

Right to Read program and recommend alternative avenues for reaching objectives.

The Research and Development Center established a new time line of activities and proceded to analyze files and refine instruments and programs. By October 20, 1975 an Interim Report, the monitoring instrument and format of the design for the computer program were delivered to the state.

The major data sources were local R2R project files, state staff reports and records, budget information, Title I records, federal R2R documents and guidelines, applications of the R2R project directors (potential and actual) training program materials, telephone surveys of selected R2R project directors, interviews with state staff and R2R director's reports of the numbers of individuals and institutions involved in their projects. The major source of information for the analysis of local R2R projects were the individual project files in the state offices in Springfield and Chicago. Analysis of data was ongoing.

This final report is a summary of the half year of work of the Research and Development Center staff. We are most grateful to State staff for their assistance, cooperation, openness and dedication. Special appreciation is expressed to:

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[1]The agreement negotiated on October 13, 1975 and PERT charts for each objective are shown in Appendix B.

II. Purposes of the Report: An Overview

The evaluation of a large number of projects with diverse activities required the integration of a number of different procedures and tasks. Since various methods of evaluation could have been employed, it is necessary in presenting the purposes of this report to explain not only the procedures utilized, but the rationale for choosing them. To insure that information yielded by the evaluation coincided with the needs and demands of the Illinois Office of Education, careful consideration was given to the purposes of the evaluation, the kinds of information that would be useful, and the models of evaluation which could adequately serve the stated purposes. The following describes the rationale and design of the evaluation, the nature of the findings, and states the intention to produce recommendations for improved operation. As statements of intentions, they comprise the purposes of the evaluation and of this report.

A. Description of the Development of the Evaluation Rationale

Evaluation objectively and thoughtfully conducted can:

1) insure the quality of the product;

2) insure quality of the product at minimum cost;

3) serve as a management and decision-making tool concerning the termination, maintenance, or expansion of programs.

The model of evaluation chosen to assess Right to Read (R2R) projects in Illinois had to perform the following functions:

1) assess the common and unique program features of a large number of projects;

2) facilitate the periodic monitoring and summative assessment of the completion status of program objectives;

3) allow for the assessment of individual projects, groups of projects by Region, and of projects statewide.

The model chosen, and one that fully satisfied the above requirements, was the Discrepancy Evaluation Model (DEM).

Although the above requirements dictated for the most part the selection of this particular model, the model itself has a number of additional features which enhance its applicability to R2R needs. The DEM has been utilized in the past for the evaluation of federal and state projects and has proven its usefulness in this capacity. It is comprehensive in scope and can be utilized as a model for planning as well as for evaluation.

With these capabilities, the DEM was used to structure the collection of the information from files of existing projects and to provide a framework for the development of a monitoring instrument to be utilized in the periodic assessment of progress of Right to Read projects. The monitoring instrument was designed to carry out the following functions:

1) to provide local directors with a set of required and optional objectives around which they could organize their program;

2) to enable the periodic reporting of the completion status of the objectives and activities which directors chose to accomplish;

3) to enable the individual, Regional, and statewide reporting of the achievement of stated goals;

4) and to provide information for decision-making at local and state levels.

Upon completion of the instrument, a computer program was developed which would analyze the information supplied by local projects for state and local use. Given the applicability of the various features of the DEM to the evaluation requirements of R2R projects, this model was judged to be extremely well suited to perform the needed functions.

B. Description and Development of the Evaluation Design

To design the evaluation, the Research and Development staff of

Roosevelt University framed a number of questions to guide and structure the collection of data. The questions and the methods by which they were answered are listed and described below:

1) How will the Right to Read project files be analyzed?

2) How will an instrument be developed which can be used
   a) as a planning and monitoring device for R2R projects?
   b) as a tool for analyzing the file data?
   c) and as a way of structuring the training of future directors?

3) How will a computer program be designed to collate and summarize local project reports of progress?

4) How can the directors, the projects themselves, and the populations served by R2R be described and compared?

5) How can the activities and services provided by the R2R state staff be described?

These questions provided the structure for the evaluation design, and the answers to these questions provided the methodology. The following briefly states the activities which were performed to answer these questions. In the methodology section, these methods will be discussed in more detail.

In response to the first question, the R2R project files were content analyzed. From this analysis a classification scheme - a taxonomy of objectives and activities, persons involved, and inferred changes in knowledge, skills and relations - was constructed. It was utilized to organize the vast and diverse amounts of data in the files and was intended to clarify the subsequent development of the monitoring instrument. A copy of this taxonomy may be found in its entirety in Appendix C. Once the taxonomy was completed, an instrument was constructed. The instrument was designed to carry out two primary functions:

1) to enable the project directors to construct and submit a plan of activities based upon state supported objectives and activities for R2R projects;

2) to facilitate the periodic monitoring of each project concerning information pertaining to each of the four domains of the taxonomy.

After obtaining a clear sense of what the instrument was to do, construction began on a computer program organized around the purposes, functions, and design of the entire monitoring system. The output was to be utilized by both state staff and local directors for assessment and improvement of local projects.

Because immediate information was needed concerning directors, projects, and populations served for the then upcoming third round of training sessions, an Interim Report[1] was prepared from available data in R2R files. This was submitted October 20, 1975 with the intention of reporting any additional information related to the above aspects as findings in the final report. The design aspects of the Interim Report specified that the three most and three least successful projects from each Region, selected by the R2R state staff, be utilized to determine the successful and unsuccessful characteristics of directors and projects and any unique differences between the populations served by the successful and unsuccessful projects. In addition, a telephone survey of a sample of the 18 selected projects was conducted to gather information on the R2R directors' responses to the Phase I and Phase II training programs. Initial inspection of the data from the 18 selected projects revealed that socioeconomic status (SES) of the populations served appeared to distinguish between the most and least successful, and a decision was made at the time of the initial inspection to examine the populations served in terms of this demographic variable.

State staff utilization of time was determined by content analyzing each member's monthly reports over a nine month period and also by asking each member to submit an estimation of their time spent in particular activities over this same period of time. The time descriptions submitted and the content analysis matched very closely. From these two analyses, an attempt was made to report

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[1]This report, entitled Interim Report to the State of Illinois Right to Read Staff on Selected Aspects of the Program appears in Appendix A.

the activities and services which contributed to success of local projects and to obtain an *overall picture of how the staff utilized* their time.

Related to state staff utilization of time is the aspect of cost-benefit. In that all projects funded through state or federal agencies are held accountable for the allocating and spending of funds awarded, any evaluation would be remiss in not attending to the aspect of evaluation. Contingent upon projected budget figures submitted by the state staff concerning costs of training sessions, salaries paid, workshop and travel estimations of cost, and monies needed for supplies, a cost-benefit analysis was conducted for the time period covering the first two phases.

C. Presentation of Findings and Products

As an outcome of the evaluation procedures outlined above, a diverse set of findings and products will be presented in this report. From computer analysis of the file data, each project will receive a printout summarizing the completion status of seven required objectives and of up to nine optional objectives.

A report of the numbers of individuals and institutions comprising each of the projects will also be included. Since this analysis is cross sectional, and does not measure changes over time, longitudinal data concerning projects is not included in this report. They are built into the system, however, for use when time-ordered data are available.

In addition to reportings by individual projects, the completion status of common objectives across all projects will be summarized by region, phase and for the state. Where the same optional objectives have been chosen by a sufficiently high number of projects within one region, or across the state, the progress status of these objectives will also be reported. These regional, phase and statewide summaries will exemplify the kind of evaluative data that will be produced in the future periodic assessments of new and ongoing projects utilizing the monitoring instrument.

A major product of the evaluation effort is the computer monitoring system. This system was completed, demonstrated, and put into successful operation. The manual of operation and the computer program has been submitted to the Illinois Office of Education.

The Interim Report submitted to the state staff outlined a selection model suggested for recruiting new R2R project directors and gave participants' responses to the state conducted training programs in January and August 1974. Accompanying this report, a profile of the populations served in terms of SES level and its correlation to success by projects across the state was presented. Information of a similar nature, but not included in the original Interim Report is that concerning state staff utilization of time and a tentative cost-benefit analysis. These data will be summarized as findings and will be included in this report.

In that a decision was made in fall of 1975 to subcontract the future R2R training activities to three Universities in the state of Illinois, many of the findings outlined above constituted valuable input for the design and implementation of this new training phase. In response to this anticipated need, the products and findings relevant to such activity have been shared with the representatives from the Universities.

D. Conclusions, Implications, and Recommendations

Once findings have been presented, they will be summarized. Conclusions based upon these findings will be listed, and implications of these conclusions will be stated. The aim of these recommendations is the facilitation of improved implementation of project tasks and activities and the more efficient and effective completion of the stated objectives.

The purpose of this section has been to present the purposes and intentions of the six month assessment of Right to Read projects in Illinois and an overview of the report. The following section describes the methods by which the intents and purposes were fulfilled.

III. Methodology

A. File Analysis, Construction of the Taxonomy, and Instrument Design

The first major task of the evaluation of R2R projects was analysis of the project files. From the file analysis, information was obtained which described and distinguished among the individual projects. With the diversity of information existing within each file, an organizing system, a classification scheme, was needed to sort through and aid in the summary of this information. The Discrepancy Evaluation Model provided a taxonomic classification scheme comprised of four domains of information. The four domains are:

1) Objectives accomplished and activities undertaken;

2) Individuals involved;

3) Institutions involved;

4) Change variables.

To gain some idea of what to expect in the project files and to construct an initial broad taxonomy with which to approach them initially, the state R2R Plans for the past years were reviewed. With a general classification scheme constructed from these documents, the analysis of project file data was begun. Contents of the first few files studied were separated into the major domains of information, and lists were made of the objectives, activities, and the individuals and institutions involved. The contents of the lists were themselves organized into a logical activity sequence or grouped by similarity of content. As more project files were analyzed, the lists comprising each of the four domains gradually grew, and parts of the initial taxonomy constructed from the R2R plans were deleted. Before all projects were analyzed, a nearly stable and inclusive taxonomic classification scheme of the file data had been formulated. As an additional taxonomic classification built into the DEM, activities were grouped into six "major elements," each of which designated a different

kind of activity. The major elements are Planning, Formal Training, Staffing Assignment, Field Based Activities, Management and Coordination, and Evaluation and Assessment. (Operational definitions of the elements appear in Appendix D) Where new subcategories were needed to specify the existence of some unusual piece of data, they were created. Virtually all information in the projects analyzed was inventoried and classified and, therefore, could be located at some point in the taxonomy.

Once constructed, each item in the taxonomy was given a discrete number code. This not only distinguished each item, but facilitated later inclusion in the computerized monitoring system. Following the assignment of codes to taxonomy items, the process of coding the file information was initiated. Utilizing the newly constructed taxonomy, approximately half of the projects were actually coded. It was at this stage of the analysis that the state R2R staff and the Roosevelt R & D staff met to discuss the feasibility of revising certain proposal objectives. The impetus for this collaboration was the anticipated need of the future trainers of R2R directors with respect to recommendations in the Interim Report from analyses of past training sessions. Objectives were revised to include the construction of a monitoring instrument, planned and formulated within the context of the DEM, to be utilized as an analysis tool for existing project files. In addition, the instrument was to form the basic information gathering device for the computerized monitoring system.

Coding of file data was terminated temporarily while efforts were focussed upon instrument construction. The state R2R staff and the Roosevelt R & D staff held numerous collaborative sessions where ideas were shared and decisions were made concerning the nature of the instrument's components. The state staff submitted a list of required and optional objectives and activities which they believed constituted a comprehensive set of guidelines for planning and assessing

R2R projects. These were reviewed and evaluated by the R & D staff and in some cases put into more behaviorally oriented language. When compared to the items within the taxonomy, the activities and objectives were found to coincide very closely with those identified in (and coded from) the project files. Though the taxonomy contained more activities than did the staff listing, there were no objectives or activities in the state submitted lists which were not already included in the taxonomy. The listing submitted by the state staff was intended to constitute a set of required and optional objectives (and their subsumed activities for R2R projects) but was not intended to exclude other possible optional activities. Because it comprised a concise yet detailed description of those aspects of local projects which the state staff believed should be evaluated and monitored, and because the contents of the listing corresponded so closely with the taxonomy items, it was decided by both parties jointly to utilize this listing of objectives and activities as the content base for the monitoring instrument. Once this decision was made, each of the objectives and activities was coded utilizing the taxonomy codes and coding procedures developed earlier.

The instrument itself and a manual explaining its use accompanies this report in Appendix E. Within the manual, the procedure for coding the instrument items, for filling out the project identification information, for reporting the progress status of each activity, and for identifying the individuals and institutions involved in the local projects is explained in detail. In addition, a general description of the Discrepancy Evaluation Model is presented. Since in the manual, this information is explained in detail, only a general description of the instrument will be given here. For explanatory purposes, the seven required and nine optional objectives are stated below, and on the following page, a sample objective (Objective 03) with its activities has been included.

Required Objectives

1) A Right to Read Advisory Council and any needed Task Forces will be established, and these bodies will be coordinating all local literacy efforts.

2) An assessment of existing literacy needs and resources will be completed.

3) A long range Right to Read program plan will be developed and implemented upon the results of the assessment.

4) A publicity network for providing information on Right to Read activities will be established and functioning.

5) Available community resources will be tapped to support the local Right to Read effort.

6) The day-to-day organizational responsibilities of coordinating a local Right to Read effort will have been completed.

7) A staff development (in-service) program in literacy for faculty members will be planned and implemented.

Optional Objectives

8) A parental education program for people with preschoolers or children in school will be held.

9) An adult reading program for teaching basic reading skills will be functioning.

10) Preschool programs with readiness activities that are coordinated with the kindergarten program in the local district will be organized.

11) A (pre school) program for training volunteers will be established.

12) An (in-school) program for training volunteers will be established.

13) An (adult) program for training volunteers will be established.

14) Proposal(s) to obtain local, state or federal resources to implement Right to Read activities in the community will be written.

15) Special reading and literacy activities in the local Right to Read director's own classroom will be completed.

16) The media program in Right to Read schools will function as an integral part of the literacy effort.

As indicated, the monitoring instrument consists of 16 objectives, the first seven of which are required objectives for any director conducting a R2R project. The remaining nine objectives are optional and are to be selected by local directors. Listed under each objective are the activities which, if completed, will satisfy the objective. The order of the activities suggests the sequence in which they are to be carried out, and minimal satisfaction of an objective has been

Sample Objective from R2R Monitoring Instrument
Date which information was recorded: 10/15/75

Project Director Jane Doe

Project Code 21CHA

Objective 03

Objective Start Number | (1) | 2 | 3 | 4 | 5 |

A long range local Right to Read program plan will be developed and implemented upon the results of the assessment.

Estimated Completion Date 2/15/76

Activity	Statement of Activity followed by date of expected completion	Activity Completed (Circle One)	Activity In Progress (Circle One)	Activity Not Started (Circle One)
3.6.1.	A. From interpretive summary, identify duplication of effort and gaps in service presently being provided.	(3)	2	1
3.1.1.	B. Develop objectives to be accomplished in the local Right to Read program.	(3)	2	1
3.1.2.	C. Identify constraints in accomplishing the objectives.	3	2	(1)
3.1.3.	D. Pinpoint alternative solutions to the accomplishment of each objective and select most appropriate solution based upon constraints.	(3)	2	1
3.1.4.	E. Develop an Implementation Plan for the local Right to Read program.	3	(2)	1
3.4.1.	F. Implement the Plan.	3	(2)	1
3.6.2.	G. Evaluate how well the objectives were accomplished.	3	(2)	1
3.1.5.	H. Modify the Plan.	3	2	(1)

designated by the state staff as completion of 75% of the activities. To the right of each activity are the numbers 1, 2, and 3 which are to be circled by the R2R directors when filling out the instrument in order to indicate the completion status of the activities. The numbers 1, 2, and 3 correspond respectively to "Activity Not Started," "Activity in Progress," and "Activity Completed." Each director will periodically receive a copy of the instrument in the mail. The director will first circle the numbers next to the activities for the seven required objectives. Next, the director circles the numbers adjacent to activities under those of the nine optional objectives chosen for that particular project.

For clarification of this procedure, refer to the completion status indicated on Objective 03 included on the previous page. Objective 03 is a required objective, and it will be noted that activities A, B, and D, have been completed, indicated by the number 3 circled next to each of these activities. Note also that activities C and H have not been started, and that activities E, F and G are in progress. The estimated completion date at the top (2/15/76) is for the entire objective. The completion status of the activities is quite in order given the date at which this instrument was filled out (10/15/76).

Once filled out, the instrument will be mailed to the state staff for analysis. Progress status for each objective is indicated by the score (the circled number) for the corresponding activities: either 1, 2, or 3. Scores will be summarized and a report sent back to local directors describing their progress.

Though the coding procedure and the activity codes themselves need not concern the directors in filling out the instrument, the codes do reveal useful information about each activity. Each of the 16 objectives is coded 01 to 16. Each activity, however, has a three number code. The first number indicates the

objective to which it belongs and varies from 1 to 16. The second number indicates the type of activity it is, and it can be one of six different types which are labeled "major elements" in the DEM: Planning (1), Formal Training (2), Staffing Assignment (3), Field Based Activities (4), Management and Coordination (5), or Evaluation and Assessment (6). The third number indicates the sequence (the order) in which that particular type of activity is to be undertaken. Consequently, from the three number code for each activity, one can tell what objective it belongs under, what kind of element it represents and the intended sequence of completion for activities of that type. The example below should help to clarify this explanation.

Activity Code for the first activity of Objective 03.

3.6.1 ——— First Assessment and Evaluation activity to be carried out.
\ \ Type of activity is Evaluation and Assessment.
Objective this activity belongs to is Objective 03.

The classification of these activities by objective and type permits the state staff to give additional information to directors from the data received on the instruments that have been filled out. The completion status can be summarized for each element. For example, in addition to receiving a summary of the completion status of objectives, directors will receive a summary of the completion status of their Planning activities, their Formal Training activities, etc. and will be able to tell their relative strengths and weaknesses, their progress or lack of progress in these different areas.

The remaining portions of the instrument concern the information needed at the top of each page: the project code, director's name, Objective Start Number, and expected date of completion; and at the end of the instrument, the forms for reporting the individuals and institutions involved in the project. The name and completion date are self-explanatory. The Project Code will be assigned by state staff and will consist of the number of the training session attended, the geo-

graphic region of the local project, and the first three letters of the town in which the project is located or a similar 3 letter code to identify each project. The Objective Start number simply indicates how many times that particular objective has been started, if indeed it was repeated at all.

Directors report the numbers and types of involved individuals and institutions on the last two pages of the instrument. Additionally, they report the roles that each of these persons in the project or in the institution occupies in connection with the project. Explicit directions for filling in these forms accompany the instrument in order to insure that directors interpret the number and roles given in the same manner.

B. Computer Program Development

Once details of the instrument construction were agreed upon, work began on the design of a computer program for use in monitoring progress of local projects and analysis of existing project data. The computer program was constructed to analyze data which was obtained from the instrument. The technique employed in assessing progress was the calculation of a discrepancy score for each activity and objective. A discrepancy score is computed by subtracting from the number 3 (indicating "Activity completed" in the instrument) that number which the local project director has circled in reporting the progress of a particular activity. If, for example, a local director circles the number 2 indicating that the activity was "in progress," his discrepancy score for that activity would be 1, the number obtained from subtracting 2 (the circled number) from 3 (the highest state of completion). In this way, a lower discrepancy score indicates a greater completion status of the activity. Another way of stating this is that this score reveals the discrepancy between the present completion status and the ideal completion status for that activity. Again, it is important to remember that a lower discrepancy score indicates that the activity is closer to completion.

Once discrepancy scores are calculated for each activity, the activities can be grouped into the six major elements (Planning, Formal Training, etc.) and scores averaged to obtain a mean discrepancy score for each element. Numbers of individuals and institutions can be obtained for individual or groups of projects by tallying the entries on the individual and institution reporting forms at the end of the instrument.

Additional information is supplied by analysis of the data provided by the monitoring instrument over time.[1] Each of the activities listed under the objectives was assigned a code indicating the kind of change which completion of that activity would signify.[2] The kinds of changes indicated are listed below:

Changes in Knowledge

Knowledge of problems
Knowledge of research findings
Knowledge of current practice
Knowledge of requests for proposals

Changes in Skills

Professional skills
Administrative skills
Problem solving skills
Research skills
Analytical skills
Dissemination and Demonstration skills
Teaching skills

Changes in Relations

Relations with local project staff
Relations with administrators
Relations with community members
Relations with special client groups
Relations with public school teachers
Relations with local education agency personnel

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[1]Procedures for evaluating change over time were designed for implementation at some future date and have not been utilized for this report.

[2]Three R & D staff members indipendently assigned codes to activities. Concensus was reached in cases where there was disagreement. Verification of the assignments was obtained from the R2R state staff.

The above changes are called change variables. Because each activity corresponds to one of these change variables, there must be an increase in completion status of an activity (as indicated by a change in the activity's discrepancy score) for any change to be reported.

In correspondence with the above information, the computer monitoring system was developed to perform the following functions: 1) to provide discrepancy scores for specific objectives and their activities; 2) to average discrepancy scores for required objectives, optional objectives, and the six major elements (Planning, Formal Training, etc.); 3) to tally and average the individuals and institutions involved in projects, and 4) to tally and average the change variable scores. These informational items can be obtained for any specified local project, or for specified groups of projects, including regions, phases and the entire state. George R. Yates, a consultant to the R and D Center, wrote the programs in Fortran IV language on an IBM 370 operating system at the University of Chicago. The programs were transferred to the system at the Illinois Office of Education.

The system is composed of four programs to be used in sequential order, with the fourth program providing the final reports on projects whose content is outlined above. The first three programs perform "data cleaning" and error checking functions. Such extensive attention is given to cleaning functions because of the large mass of data on rather complex questionnaire forms serving as input to the programs and the attendant variety of possible sources of error. Specifically, some 86 possible sources of error are identified by the output of the programs when these errors occur. A complete description of the functions and operating procedures of the system are described and documented in the Illinois Right to Read Computer Monitoring System Manual which is obtainable from the State of Illinois Right to Read Program, Division of Program Planning and Development, Illinois Office of Education.

Concurrent with the construction of the computer program, each of the 55 operational projects was content analyzed (including those analyzed earlier) utilizing as the analysis tool, the completed instrument. Before the coding procedure was begun, those persons involved in the content analysis compared coding results. Because there was such high agreement concerning the meaning of the categories and the language of the instrument, it was decided that it would be more valid, but in particular more efficient, for one person to code each of the files. Dr. Annette Yonke of the R & D staff undertook this task. At the completion of the coding process, one coded instrument existed for each of the 55 operational projects.

In coding the information, particular difficulty was encountered in determining the numbers of individuals and institutions in each project. To gather this information from local projects (in November 1975) each director was sent a copy of the two forms comprising the last two pages of the instrument, and accompanying these forms were exacting instructions for completing them. Each was asked to please send this information to the R & D staff. A follow-up letter was sent in January, 1976 to those who did not respond to the first mailings, and in all, 30 of the 55 projects responded to these requests.

Upon completion of the computer program and coding procedures, these data were summarized by computer analysis utilizing the newly constructed program. Printouts for each of the 55 projects were obtained along with a summary by Region, by Training Phase and the entire state. The findings from discrepancy score information concerning these projects are contained in the next section.

An additional analysis was conducted apart from the computer analysis. It did not involve discrepancy scores, and will be described at this point. Once the coding procedure was completed for each of the projects, information concerning the objectives completed and not completed was retrievable. An additional analysis, to compute a success index for each project, was conducted before the computer monitoring system was operational.

The process for computing the project success index was as follows. Each objective which had 50% of more of its activities completed was considered "successful"' each successful objective was summed to provide the project mean index. Though the possible range was from 0 to 16, the projects within each region were ranked according to their success score, and these rankings appear in Appendix F. This information provides not only an individual measure of success based upon completion of activities and objectives, but provides a summary of success by regions as well. Additionally, these data provided a validity check on the state staff selection of most and least successful projects. It will be remembered that at the inception of the analysis of the files, state staff selected out of the 55 operational projects the three most and the three least successful projects from each region. What is significant to report is that with only one exception, the projects selected by state staff as most and least successful were also found to be most and least successful by the success indices explained above. Methodologically, this process of determining success, that is, by the completion status of objectives, appears to be well-supported by judgements of those who were most intimately connected with the projects.

C. Analysis of the Populations Served By Socioeconomic Status

Concurrent with the analysis of the project files, the socioeconomic status (SES) of each population served was determined. The SES measure was obtained by subtracting from 100 the percent of Title I eligible persons in each school district served (provided by IOE data processing service in November, 1975). This yielded a percentage figure for each project indicating the percent of the population served that was eligible for Title I funding. Because Title I funds are allocated utilizing SES data as criteria for funding, this percent reveals the approximate fraction of the population that is in a low SES. SES was chosen as a

discriminating variable among project populations for basically two reasons. First, reading levels are typically low among lower SES groups, and federal R2R guidelines specify that low SES populations represent a likely target for R2R efforts. Second, an initial review of the 18 files selected by the state staff as most and least successful appeared to indicate that SES may be associated to project success if the amount and type of file materials were fairly representative of project activities. Results of the breakdown of regions by SES level and their comparison to the success of the operational projects accompanies this report in Appendix G. A report of the initial analyses of these factors concerning the most and least successful projects is found in the Interim Report in Appendix A.

To look more closely at the relationship of success and SES, a case study of six projects was conducted. Two projects were chosen from each region, each serving a low SES population, but each also successful. The intention of this study was to attempt to develop a demographic profile of directors whose projects were successful in districts with a specified level of low SES families. The results of the study are found in section IV.B.

D. Selection Model Analysis

A primary objective of the Interim Report referred to above was to "present information concerning the selection of local project directors based on an analysis of data concerning Right to Read project directors." To fulfill this commitment, all available data directly or indirectly pertaining to R2R directors were gathered together and analyzed. These included directors' application forms, affidavits of commitment, correspondence in project files, plan descriptions, descriptions of communities served, information gleaned from telephone conversations, and mailings to local projects. It must be noted that file information for the Interim Report consisted only of analyses of the nine

most and nine least successful projects as selected by the state staff. Based upon a summary of these data, profiles of these projects were prepared with the intention of describing the common characteristics of directors, the characteristics describing the successful and unsuccessful projects, and the identification of those characteristics which appeared most associated with success or non-success. Recommendations for improved selection criteria and/or suggestions for alternative training and services to be offered are contained in the Interim Report accompanying this narrative.

E. Analysis of Training Programs Conducted by State Right to Read Staff in January, 1974 (Phase I) and July, 1974 (Phase II).

In response to the second charge of the Interim Report, "to present information concerning participants' responses to the previous training programs sponsored by the state agency", information concerning the training sessions was collected and analyzed. This included the content analysis of the agendas of both training sessions, the evaluation instruments which were used and their results, and a telephone survey with nine R2R directors representing each geographic region and the categories "successful" and "least successful". From the agendas, 8 content categories and frequencies in each were compared from Phase I and Phase II sessions. (See Table 8, p. 13 - Interim Report) The telephone survey consisted of the following questions:

1) In which way did the training program help prepare you to function as a local Right to Read director?

2) In which way, if any, was the program limited?

3) In future training programs what aspects would you like to see retained?

4) Which aspects would you like to see omitted?

5) Do you have any other comments?

These data analyses were summarized, and findings were reported in the Interim Report. On October 20, 1975, the findings were reported to the Right to Read

staff, and representatives from the Universities contracted to train new R2R directors for the coming year (Phase III). In addition to discussing the findings and recommendations from Phases I and II training sessions, the planning and monitoring instrument was distributed with a copy of the manual explaining its use, and the instrument was discussed in some detail. The major suggestions involving the instrument concerned its use in the training sessions as a planning aid for project directors and the necessity of a clear understanding of the instrument and its intended uses by future R2R directors. Additionally, the offer of future consultative assistance was given to the University personnel by the Roosevelt R & D staff for any problems or assistance needed in training future directors to use the instrument.

F. Analysis of State Staff Utilization of Time and Resources

In response to the fourth proposal objective of the evaluation which called for the analysis of the present implementation process of the state staff and the consideration of alternatives, the following steps were taken. All monthly and annual reports of the state Right to Read staff were content analyzed. Seven categories evolved from the analyses describing utilization of staff time. In addition, staff members were asked to apportion their time in the above categories. The Roosevelt R & D members analyzed R2R state staff reports and other file materials to validate self-reports. In the findings section time in each activity is reported in percentages, by staff person and for the R2R state staff collectively.

To assess deployment of resources, the agendas of State sponsored workshops and Right to Read staff communications to project directors were analyzed. Finally, budgets were examined in terms of training costs per director, amount of attrition of directors trained, staff salaries and utilization of time, travel costs, and evidence of R2R products in accordance with stated objectives and

guidelines. The three University Training programs were also examined with respect to cost and intended benefits and the projected numbers of individuals to be recruited. These costs were then compared to the costs of the Phase I and II training sessions with some estimate of the cost-benefit of each.

The above description of metholodogy represents a detailed narrative of the tasks and procedures undertaken in the six months of evaluation. Suggestions for further treatment and implications of the findings are presented in the conclusion of this report.

IV. Findings

A. Status of Right to Read Projects

The status of the 55 local projects existing before February, 1976, are described by considering first the average picture of projects across the state, and then by a comparison-contrast of discrepancy scores across the three regions and across the two training phases. The analysis within each such category is comprised of four parts: discrepancy scores of objectives, discrepancy scores of major elements, numbers of individuals and institutions involved in projects, and comparative analysis. As the most detailed record of data for these analyses are obtained from 409 pages of computer printout, only summary data appropriate to the analyses are presented in this report. The more detailed data on the computer printout are available from the Right to Read staff at the Illinois Office of Education or from the Right to Read Evaluation Project staff at the Research and Development Center, Roosevelt University.

1. The Entire State

An overall view of the status of the 55 local projects in the state with respect to objectives and elements, the discrepancy score of each, and rankings from least discrepancy with the "ideal" (ideal meaning the accomplishment of all activities within the objectives) to most discrepancy, are presented in Table 1. From the table it is seen that the average discrepancy score for the required objectives is 1.13. Since the possible range of discrepancy scores is 0 (no discrepancy, perfect attainment of objectives, highly successful) to 2 (total discrepancy, no attainment, highly unsuccessful), projects have attained,

Table 1

Summary Discrepancy Score Data for Local Right to Read Projects in Illinois (n=55)

Required Objectives	Mean Discrepancy Scores[1]	Rank	Optional Objectives	n	Mean Discrepancy Scores	Rank
1. Advisory Council	0.81	1	8. Pre-Schl. Parent Ed.	15	1.08	8
2. Needs Assessment	1.04	3	9. Adult Reading Skills	30	0.73	3
3. Program Plan	1.25	5	10. Pre-Schl. Readiness	17	1.00	7
4. Publicity Network	1.09	4	11. Pre-Schl. Volunteers	2	1.43	9
5. Community Resources	1.41	6	12. In-Schl. Volunteers	18	0.93	6
6. Day to Day Tasks	0.95	2	13. Adult Volunteers	10	0.85	4
7. Staff Development	1.49	7	14. Proposal Writing	19	0.39	1
			15. Classroom Literacy	10	0.48	2
			16. Media Program	9	0.92	5

Required Objectives Mean = 1.13 Total Objectives Mean = 1.05

Element	Required Objectives Mean	Total Objectives Mean	Rank
Planning	0.98	0.98	2
Formal Training[2]		0.91	1
Staffing	1.05	0.99	3
Field Based Activities	1.24	1.03	4.5
Management and Coordination	1.14	1.03	4.5
Evaluation and Assessment	1.25	1.20	6

[1] 0 = perfect attainment of objectives; 2 = no attainment of objectives

[2] No activities among the required objectives apply to Formal Training, because of the way Formal Training was defined as in p. 185 of this report.

on the average, at less than half of what they "should" attain.[1] When all objectives used by local projects are considered in the average, a mean discrepancy score of 1.05 is obtained, indicating almost half "successful" performance.

The lowest mean discrepancy score for an individual project is 0.13 and the highest is 1.97, indicating that the range of success indicators covers almost the entire range of possible discrepancy scores, and that there are projects at each extreme. The actual distribution of scores of individual projects is shown in the frequency distribution in Table 2. These results are shown in graphical form in Figure 1. As the graph indicates, the scores approach a normal distribution, with a slight skew at the less successful end of the scale. The fact that more projects are located on the less successful side of the mean than on the more successful side is also evidenced by the fact that the median of the mean discrepancy scores is 1.12.

A more detailed view of "what is going on in the state" is obtained from the rankings of objectives and elements, in Table 1, providing relative indices of strengths and weaknesses. From those rankings it is seen that Objectives 1 and 6 of the required objectives are the most successfully attained. The mean discrepancy scores for both are less than 1, indicating more completion of activities within each than "in progress" or "not begun" status. The content of these objectives concerns the establishment of local advisory councils and task forces and the coordination of day-to-day responsibilities, respectively. The "middle-

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[1] On all statements such as this concerning performance based on the objectives, it is necessary to keep in mind that these objectives and their attendant activities are post-hoc criteria of successful performance, as explained in section III of this report.

range" rankings are given to Objectives 2, 3 and 4, which deal with needs and resource assessments, long-range plan development, and publicity network establishment. The lowest rankings are given to Objectives 5 and 7, geared toward tapping available community resources for support and inservice staff development, indicating these areas as having the greatest weakness.

Table 2

Frequency Distribution of Mean Discrepany Scores of "All" Objectives for Projects in the State

Mean Discrepancy Scores[1]	Frequency	Median
1.79 - 1.97	3	
1.60 - 1.78	6	
1.41 - 1.59	6	
1.22 - 1.40	8	
1.03 - 1.21	8	1.12
0.84 - 1.02	8	
0.65 - 0.83	7	
0.46 - 0.64	4	
0.27 - 0.45	3	
0.08 - 0.26	2	
	Total = 55	

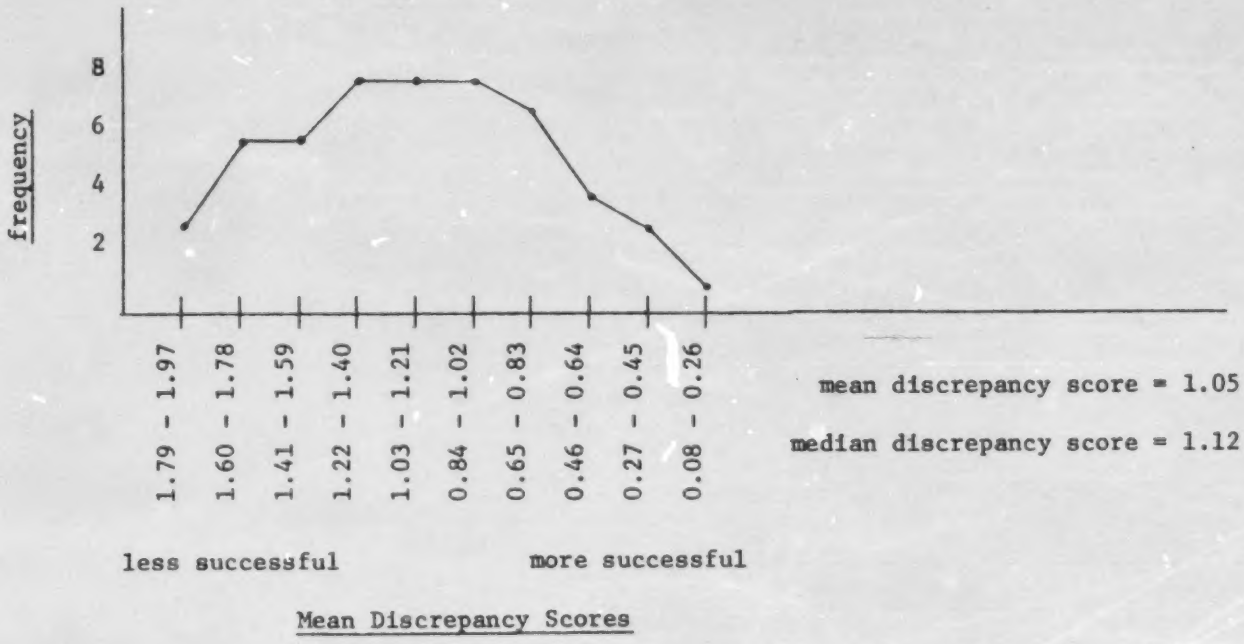
1. 0 = Perfect attainment of objectives
   2 = No attainment of objectives

Comparisons by ranking, as above, of the optional objectives is difficult because of the varied numbers of projects making use of each. But the number of projects making use of certain objectives is in itself informative. Objective 11 is outstanding in that only two projects are attending to training volunteers to work in the preschool. Furthermore, those two have an average discrepancy score of 1.43, indicating very little success. Insofar as this represents a priority of the state effort, it is the most significant area which calls for corrective attention. At the other extreme, Objective 9, which has the intent of establishing

Figure 1

Frequency Polygon of Mean Discrepancy Scores of "All" Objectives for Projects in the State.

(n=55)



adult basic reading programs, is operational in 30 projects, and is performed very well at that, as inferred from the mean discrepancy score of 0.73, the lowest score from among all the objectives. Objective 14, writing proposals for funding, is apparently a very active component of Right to Read in Illinois, as 19 projects have worked on it with a mean discrepancy score of 0.39. Fair success can be seen to exist with respect to Objective 12, training programs for volunteers in school (K-12), having 18 projects involved in it at a relatively low

discrepancy (0.93). Fair success is also the case with respect to Objective 10, the coordination of preschool programs with kindergarten programs, since 17 projects are involved with a mean discrepancy score of 1.00

When the activities of local projects in the state are regrouped according to the major elements into which they have been classified, it is seen that Formal Training, Planning and Staffing activities are the most successful, being ranked 1, 2 and 3 respectively, and all having discrepany scores less than 1. Field Based Activities and Management and Coordination activities are only slightly less successful, and Evaluation and Assessment activities are the weakest by far, with a mean discrepancy score of 1.20.

Some indication of the nature of the potential impact of local Right to Read projects on their surrounding communities is obtained by consideration of the average numbers of individuals in various categories and of the average numbers of individuals in various institutions reported (self-report by local directors, see section III.)to be involved in some way in the projects. These data are presented in Tables 3 and 4. The total number of projects on which these data are based is 30, since not all local project directors returned the forms sent to them for response. Generalizations from the data are thus limited by this fact. They are also limited in that it cannot be assumed that the 30 respondents are fairly representative of the entire population. It seems likely, rather, that less successful or active projects with little or no involvement would not respond; that is, that this sample may be a biased one.

Furthermore, the data presented in the tables of individual and institu-

Table 3

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities

For the Entire State

(n=30 projects)

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Professional Staff	9.97	1.00	0.40	0.23	8.77	8.70	9.07
Administrators	3.00	1.50	0.27	0.70	0.90	1.67	1.67
Local Project Directors	1.33	1.33	1.17	0.93	1.13	1.27	1.27
Teachers	19.87	4.27	2.97	1.30	4.10	1.13	8.57
Community	64.00	2.30	0.73	0.43	58.77	1.50	7.17
Paraprofessional Staff	3.83	1.17	1.17	-	3.43	0.03	0.17
Paid Staff	2.60	0.43	0.43	0.03	0.33	0.27	0.53
Volunteers	21.37	1.63	4.77	0.57	6.97	0.13	0.53
Tutors	10.70	2.53	5.07	0.17	7.17	-	2.07
Peer Tutors	10.47	-	6.10	0.17	3.27	0.17	0.40
Advisory Council Members	9.67	7.43	0.20	3.03	4.90	4.10	6.43
Task Force Members	6.67	4.37	0.83	1.13	3.97	2.33	2.83
Other	2.90	0.03	1.07	-	1.27	0.03	0.83

* As the individual projects report a total number of individuals from each category involved in the project, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities
For the Entire State by Institution
(n=30 projects)

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Board of Education	2.67	0.53	0.10	0.43	0.07	0.40	1.10
School Dist. Admin.	2.90	1.70	0.37	0.93	0.80	1.70	1.90
Pre-School (students)	208.37	-	-	-	206.80	-	0.07
Elementary (students)	513.00	0.03	8.70	0.03	153.33	0.03	142.70
Jr. High (students)	174.57	0.40	8.37	0.03	29.03	0.03	14.20
Secondary (students)	136.43	0.43	1.17	0.03	8.00	0.03	2.10
Special Client Groups	13.67	0.43	1.33	0.13	2.33	0.17	0.13
Coll. or Univ. Dept.	2.80	2.63	0.17	0.20	2.53	0.30	0.40
Jr. or Comm. College	2.40	1.27	0.53	0.77	0.93	1.07	1.83
Community Center	0.50	0.10	-	-	0.33	-	0.20
Churches	1.33	0.30	-	0.07	0.27	0.37	0.93
Public Library	0.50	0.17	0.13	0.07	0.37	0.23	0.23
Industry	0.40	0.23	-	0.03	0.10	0.07	0.23
Mass Media	0.83	0.23	-	-	0.13	0.43	0.33
Adult Dev. Agencies	1.53	1.17	0.13	0.10	0.40	0.07	0.17
Correctional Inst.	0.27	0.20	0.20	0.03	0.03	0.07	0.20
Universities	0.43	0.03	-	0.03	0.40	0.03	0.03

* As the individual projects report a total number of individuals from each category involved in the project, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

tional involvement will be seen to be more data than are actually reported in the prose presentations accompanying the tables. The categories of individuals and institutions which indicate the areas of greatest and lowest involvement will be pointed out for each group of projects receiving a report in this section. Complete data are reported in the tables, however, to facilitate the answering of specific questions or testing of hypotheses which arise in the context of other ongoing evaluative or planning purposes. That is, the complete data are reported at this time "for the record" as the data has been collected. Some suggested uses might be in the comparisons of individuals' and institutions' involvement over time (a feature provided in the computer programs, which cannot of course be used at this time since only one time period is represented), the comparison of involvement by major elements, and specific checks on numbers involved in categories of particular interest from among those that are not mentioned in the following sections because they do not involve the "greatest" or "lowest" involvement.

Given the foregoing limitations, the following findings are offered with no interpretation. From among the individuals, those who are indicated as having the highest degree of involvement are volunteers (21.37 average per project) and teachers (19.87 average). The lowest rates of involvement (excluding local project directors) are paid staff (2.60 average per project), administrators (3.00) and paraprofessional staff (3.83). Of the institutions, the greatest involvement (based on the numbers of individuals reported involved in each category) is seen through elementary, preschool, junior high school students, in that order, which are reported as having hundreds of individuals involved. Special client groups (such as handicapped, special education students, etc.) are reported, however, to be a fairly substantially involved group, with

an average of 13.67 individuals from each project in that category. All other institutional categories show an average of less than three individuals involved.

One further finding concerning the status of local projects across the state, that of attrition, is noted here. In figures reported by the state Right to Read staff, it was indicated that a total of 177 applications from individuals to become Right to Read directors were received for both training sessions. Of these, 90 were trained in either of the two training sessions. As of December, 1975, at which time these figures were reported, 66 individuals were project directors for 51 operational projects. (Fifty-five projects were used as the base for the analyses in this report because that was the number of operational projects when the analyses were begun in October, 1975.) This indicates an attrition rate of 27 percent over a period of almost two years since the first training session was held. This rate appears quite good in view of the voluntary nature of the Right to Read operation and in the abscence of such material support as project funding or college credit for the professionals involved.

There is reason to believe that the attrition rate might be attributable to a lack of commitment of some local school systems to support the Right to Read activities of the local project director. Upon examining the applications of the 90 directors trained, it was found that of those directors who are still functioning, 52 percent of them submitted letters from their school district officials supporting the directors' efforts along with their applications. Of those who ceased functioning as Right to Read project directors, only 14 percent submitted such letters. Thus, it appears that if the commitment of school districts is elicited as a prerequisite to acceptance for training, the

attrition rate might be kept very low.

In summary, the mean discrepancy score for all objectives and all projects in the state if 1.05, indicating that almost half of the activities were performed successfully. Among objectives, the relative strong areas of performance are the establishment of advisory councils, coordination of day-to-day activities of projects, the operation of adult basic reading programs and engaging in funded proposal writing activities. Relatively weak areas are those objectives geared toward tapping available community resources for support, inservice staff development, and working with volunteers in the preschool. Among the major element groupings, Formal Training, Planning, and Staffing are relatively strong areas, while the Evaluation and Assessment element is the weakest area.

2. The Regions

Tables 5, 8 and 11 present summary discrepancy data, as were presented above for the entire state, for Regions 1, 2 and 3, respectively. A general description of each region is presented in this section, followed by a comparison-contrast of the regions.

a. Region 1

In the overall sense, the mean discrepancy score for the required objectives is 1.13, indicating slightly less than half successful accomplishment of activities. But when all objectives are considered, the mean is 0.99, indicating about half "success" rate for the 18 projects in Region 1.

From among the required objectives, Objectives 6 and 2, the coordination of day-to-day organizational responsibilities and the needs and resources assessment, are the only two with mean discrepancy scores of less than 1. Objec-

Table 5

Summary Discrepancy Score Data for Local Right to Read Projects in Region 1 (n=18)

Required Objectives	Mean Discrepancy Scores[1]	Rank	Optional Objectives	n	Mean Discrepancy Scores	Ra
1. Advisory Council	1.02	3	8. Pre-Schl. Parent Ed.	2	0.25	2
2. Needs Assessment	0.93	2	9. Adult Reading Skills	9	0.51	6
3. Program Plan	1.26	5	10. Pre-Schl. Readiness	3	0.31	3
4. Publicity Network	1.04	4	11. Pre-Schl. Volunteers			9
5. Community Resources	1.49	7	12. In-Schl. Volunteers	6	0.85	8
6. Day to Day Tasks	0.84	1	13. Adult Volunteers	2	0.36	4
7. Staff Development	1.40	6	14. Proposal Writing	7	0.22	1
			15. Classroom Literacy	5	0.37	5
			16. Media Program	4	0.75	7

Required Objectives Mean = 1.13 Total Objectives Mean = 0.99

Element	Required Objectives Mean	Total Objectives Mean	Rank
Planning	1.01	0.93	2
Formal Training[2]		0.52	1
Staffing	1.22	1.11	6
Field Based Activities	1.24	0.97	3
Management and Coordination	1.18	0.98	4
Evaluation and Assessment	1.10	1.01	5

[1] 0 = perfect attainment of objectives; 2 = no attainment of objectives

[2] No activities among the required objectives apply to Formal Training, because of the way Formal Training was defined as in p. 185 of this report.

tives 1 and 4, dealing with advisory councils and task forces and the establishment and operation of a publicity network are near 1 in mean discrepancy scores, but above that number, and thus are slightly less successful areas than the first two mentioned. Objective 3, the establishment of a long-range plan, is less successful yet, with a mean of 1.26. And Objectives 7 and 5, inservice staff development for literacy programs and tapping community resources, have means of 1.40 and 1.49, respectively, and are very weak components in Region 1.

From among the optional objectives, it is seen from Table 5 that all of the discrepancy scores are very low, the highest being 0.85, which indicates that Region 1 projects have a high degree of success with these optional objectives. More specifically, half the projects in the region made use of Objective 9, establishing an adult basic reading program, and did so very well, as indicated by the mean discrepancy score of 0.51. Other strong points of Region 1, by virtue of having a substantial number (5 or more) of projects working on them and, of course, having low discrepancy scores, are Objectives 14 (writing funding proposals), 15 (special literacy activities in the director's own classroom), and 12 (inschool [K-12] volunteer programs). In the sense that low numbers (less than 5) of projects represent lack of success in an area, Objectives 8 (parental education programs), 10 (coordination of preschool and kindergarten programs), 13 (adult education volunteer programs), and 16 (media programs) represent areas of potential improvement in Region 1.

Viewed by major elements, Formal Training activities are by far the strongest element in Region 1, with a mean discrepancy score of 0.52. Planning, Management and Coordination, and Field Based Activities are less successful, though all are still below 1 on the mean, and thus fairly strong areas. Evaluation and Assessment activities are ranked 5th, but have a mean of 1.01, and are thus close to

the previous three in strength. Staffing activities are the lowest ranked, with a mean of 1.11, still not very weak.

The nature of the impact on the surrounding communities of Region 1 projects in terms of the numbers of individuals and institutions involved, is indicated by the data in Tables 6 and 7. From the "total" column, it is seen that teachers, professional staff, and peer tutors are the areas through which the greatest involvement is obtained. Among the institutions, pre-school, elementary and junior high school students represent the areas of greatest impact, with all others exhibiting very little involvement.

b. Region 2

For the 19 projects in Region 2, the mean discrepancy scores for the required objectives and all objectives are 1.01 and 0.96, respectively. This indicates a very successful degree of attainment by projects in the region in general, and that performance on the optional objectives is better than on the required ones.

Among the specific required objectives, Objective 1 (Advisory Council and Task Force activities) is by far the most successful in attainment, with a mean of 0.44 on the discrepancy values. Objectives 6 (coordination of day-to-day organizational responsibilities), 4 (publicity network establishment), and 2 (needs and resources assessment), are ranked in that order, and all have means less than 1. Objectives 3 (long-range plan) and 5 (community resources tapped) show a low degree of success with relatively high discrepancy scores. And Objective 7 (inservice programs for staff members), with a mean of 1.60 is definitely a weak area for Region 2 projects.

A comparison across the optional objectives indicates that number 9 (adult basic reading programs) is a very strong area, as 13 projects make use of it

Table 6

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities

For Region 1

(n=12 projects [out of 18])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Professional Staff	23.42	1.50	0.67	0.08	21.17	21.17	21.67
Administrators	4.42	2.00	0.50	0.75	1.00	2.50	2.17
Local Project Director	1.17	1.17	1.08	0.58	1.08	1.17	1.17
Teachers	28.00	4.50	2.83	1.08	3.42	1.33	3.00
Community	135.17	2.17	-	0.67	126.17	1.00	2.17
Paraprofessional Staff	4.83	2.92	2.92	-	4.67	0.08	-
Paid Staff	1.42	0.75	1.08	0.08	0.58	0.42	1.17
Volunteers	9.50	-	1.00	-	4.33	-	-
Tutors	3.08	-	-	-	2.92	-	-
Peer Tutors	19.67	-	12.50	-	4.92	-	1.00
Advisory Council Members	5.92	4.92	-	1.25	2.25	1.58	5.17
Task Force Members	4.92	4.08	0.50	0.08	1.42	2.67	2.83
Other	-	-	-	-	-	-	-

* As the individual projects report a total number of individuals from each category involved in the project, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities
For Region 1 by Institution
(n=12 projects [out of 18])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Board of Education	1.92	0.75	-	-	-	-	0.75
School Dist. Admin.	3.67	1.67	0.42	0.75	0.92	2.25	2.83
Pre-School (students)	504.08	-	-	-	500.17	-	0.17
Elementary (students)	350.08	0.08	14.67	0.08	314.83	0.08	0.08
Jr. High (students)	83.67	0.92	20.92	0.08	55.75	0.08	0.08
Secondary (students)	0.92	0.08	0.08	0.08	0.08	0.08	0.08
Special Client Groups	0.08	-	0.08	-	-	-	-
Coll. or Univ. Dept.	0.42	0.17	-	0.17	0.42	0.17	0.42
Jr. or Comm. College	1.75	0.33	0.17	0.33	0.92	0.67	1.75
Community Center	-	-	-	-	-	-	-
Churches	0.17	0.17	-	0.17	0.17	0.17	0.17
Public Library	0.25	0.17	-	0.17	0.17	0.17	0.25
Industry	0.08	0.08	-	0.08	0.08	0.08	0.08
Mass Media	0.08	-	-	-	-	0.08	-
Adult Dev. Agencies	0.25	0.08	-	0.08	0.17	0.08	0.17
Correctional Inst.	0.50	0.50	0.50	0.08	-	0.17	0.50
Universities	-	-	-	-	-	-	-

* As the individual projects report a total number of individuals from each category involved in the project, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Table 8

Summary Discrepancy Score Data for Local Right to Read Projects in Region 2 (n=19)

Required Objectives	Mean Discrepancy Scores[1]	Rank	Optional Objectives	n	Mean Discrepancy Scores	Rank
1. Advisory Council	0.44	1	8. Pre-Schl. Parent Ed.	8	0.92	6
2. Needs Assessment	0.98	4	9. Adult Reading Skills	13	0.82	5
3. Program Plan	1.22	5	10. Pre-Schl. Readiness	9	1.00	7
4. Publicity Network	0.87	3	11. Pre-Schl. Volunteers	2	1.43	8
5. Community Resources	1.34	6	12. In-Schl. Volunteers	7	0.75	3
6. Day to Day Tasks	0.83	2	13. Adult Volunteers	5	0.80	4
7. Staff Development	1.60	7	14. Proposal Writing	5	0.49	1
			15. Classroom Literacy			
			16. Media Program	2	0.71	2

Required Objectives Mean = 1.01 Total Objectives Mean = 0.96

Element	Required Objectives Mean	Total Objectives Mean	Rank
Planning	0.89	0.90	2
Formal Training[2]		1.04	5
Staffing	0.74	0.68	1
Field Based Activities	1.18	0.96	4
Management and Coordination	0.96	0.91	3
Evaluation and Assessment	1.20	1.19	6

[1] 0 = perfect attainment of objectives; 2 = no attainment of objectives

[2] No activities among the required objectives apply to Formal Training, because of the way Formal Training was defined as on p. 185 of this report.

with a quite low discrepancy score of 0.82. Other relatively successful areas, by virtue of low discrepancy scores and substantial numbers of projects, are, in order of strength: 14 (proposal writing activities), 12 (in-school volunteer programs), 13 (adult volunteer programs), 8 (parental education programs), and 10 (preschool and kindergarten program coordination). Suggested weak areas are derived from Objectives 15 (special literacy activities in the director's own classroom) which is not used at all, 11 (preschool volunteer programs) which has only two projects involved in it at a 1.43 discrepancy level, and 16 (media programs) with two projects involved again, although at a low discrepancy level of 0.71.

The regrouping by major elements indicates that Staffing is a very strong functional area for Region 2 projects, with a mean discrepancy score of 0.68. This can be interpreted to mean that projects are performing well on placement tasks. Planning, Management and Coordination, and Field Based Activities are ranked 2, 3, and 4, respectively, with mean scores less than 1, and thus quite strong. Formal Training is ranked 5th, though only slightly higher in its discrepancy score. And Evaluation and Assessment is the weakest area among the elements, ranked last with a score of 1.19.

From Tables 9 and 10, an idea of the areas of strong individual and institutional involvement is obtained. The individuals exhibiting the greatest involvement are volunteers, tutors, teachers, and, to a slightly lesser extent, advisory council members. Among the institutions, those which have relatively high levels of involvement are elementary, junior high, and secondary school students, with special client groups also being very involved, although not to the degree of the previous three.

c. Region 3

The overall discrepancy score means for Region 3 projects are 1.25 for

Table 9

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities

For Region 2

(n=10 projects [out of 19])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Professional Staff	1.20	0.80	0.30	0.60	0.80	0.70	0.80
Administrators	2.60	1.50	0.20	0.80	1.30	1.40	1.60
Local Project Directors	1.50	1.50	1.10	1.20	1.10	1.30	1.30
Teachers	21.00	6.10	2.00	0.70	3.90	1.40	19.80
Community	21.00	0.90	-	0.50	10.70	0.50	6.10
Paraprofessional Staff	4.20	-	-	-	4.10	-	0.30
Paid Staff	5.60	0.20	-	-	0.20	0.20	-
Volunteers	44.20	2.40	10.60	0.70	1.10	0.20	0.70
Tutors	25.30	7.60	14.20	0.50	15.90	-	6.20
Peer Tutors	3.30	-	3.30	0.50	3.30	0.50	-
Advisory Council Members	13.90	11.20	0.40	6.30	6.20	7.30	8.30
Task Force Members	5.30	3.90	0.70	3.00	2.60	2.00	2.60
Other	6.10	-	3.20	-	1.20	-	-

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Table 10

Average Numbers of Individuals Per Project Reported Involved In Right to Read Activities For Region 2 by Institution
(n=10 projects [out of 19])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Board of Education	3.70	0.20	0.20	0.10	0.10	0.80	1.60
School Dist. Admin.	2.90	2.00	0.60	1.20	1.10	1.50	1.50
Pre-School (students)	0.20	-	-	-	0.20	-	-
Elementary (students)	1,052.40	-	8.50	-	47.2	-	425.50
Jr. High (students)	400.20	0.10	3.40	-	10.20	-	40.00
Secondary (students)	362.20	1.00	3.90	-	3.40	-	1.20
Special Client Groups	35.90	1.30	0.50	0.40	2.00	0.50	0.40
Coll. or Univ. Dept.	7.60	7.40	1.30	0.40	7.10	0.50	0.50
Jr. or Comm. College	4.90	3.20	-	1.80	1.60	2.30	3.20
Community Center	0.50	0.30	-	-	0.30	-	0.20
Churches	0.90	0.70	-	-	0.60	-	0.60
Public Library	1.00	0.20	0.40	-	0.70	0.50	0.20
Industry	1.10	0.60	-	-	0.20	0.10	0.60
Mass Media	0.90	0.50	-	-	0.20	0.70	-
Adult Dev. Agencies	4.20	3.30	0.30	0.10	0.90	0.10	0.20
Correctional Inst.	0.10	-	-	-	0.10	-	-
Universities	1.20	0.10	-	-	1.20	-	-

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Table 11

Summary Discrepancy Score Data for Local Right to Read Projects in Region 3 (n=18)

Required Objectives	Mean Discrepancy Scores[1]	Rank	Optional Objectives	n	Mean Discrepancy Scores	Rank
1. Advisory Council	0.99	1	8. Pre-Schl. Parent Ed.	5	1.67	8
2. Needs Assessment	1.22	3	9. Adult Reading Skills	8	0.85	3
3. Program Plan	1.28	4	10. Pre-Schl. Readiness	5	1.42	7
4. Publicity Network	1.37	5	11. Pre-Schl. Volunteers			
5. Community Resources	1.40	6	12. In-Schl. Volunteers	5	1.29	5.5
6. Day to Day Tasks	1.19	2	13. Adult Volunteers	3	1.27	4
7. Staff Development	1.48	7	14. Proposal Writing	7	0.49	1
			15. Classroom Literacy	5	0.60	2
			16. Media Program	3	1.29	5.5

Required Objectives Mean = 1.25 Total Objectives Mean = 1.21

Element	Required Objectives Mean	Total Objectives Mean	Rank
Planning	1.07	1.11	1
Formal Training[2]		1.14	2
Staffing	1.22	1.23	4.5
Field Based Activities	1.28	1.15	3
Management and Coordination	1.30	1.23	4.5
Evaluation and Assessment	1.44	1.40	6

[1]0 = perfect attainment of objectives; 2 = no attainment of objectives

[2]No activities among the required objectives apply to Formal Training, because of the way Formal Training was defined as in p. 185 of this report.

the required objectives and 1.21 for all objectives. This indicates substantially less than half "success" rate for projects in this region. As these figures are very low in comparison with those of the other two regions, a brief comment on a factor related to the performance in this region is in order at this point. Successful performance of local projects is found to be related to an index of the socioeconomic level of the community served, a finding that will be discussed later in this report. The data in Appendix F show that according to the index used, Region 3 has the highest number of projects located in low socioeconomic communities. Thus, this factor's influence may be the overriding contribution to the low performance ratings in Region 3 as compared to the other regions.

Among the required objectives, only Objective 1, which concerns the establishment of advisory councils, has a discrepancy score of less than 1. Rated in somewhat of a second-place cluster are, in order, Objectives 6 (coordination of day-to-day organizational responsibilities), 2 (needs and resources assessment), and 3 (establish a long-range plan). Very weakest attainment occurs for Objectives 4 (publicity network), 5 (tapping community resources), and 7 (in-service staff development for literacy programs).

As indicated in Table 11, no one optional objective is made use of by even half of the projects in Region 3. Of those for which a somewhat substantial use is made, numbers 14 (writing funding proposals), 15 (special literacy activities in the director's own classroom), and 9 (establishing an adult basic reading program) all had low discrepancy scores, ranging from 0.49 to 0.85, indicating areas of relative strength in the region. While a fair number of projects made use of Objectives 12 (in-school volunteer programs), 10 (coordination of preschool and kindergarten programs), and 8 (parental education programs), the discrepancy scores for these objectives were quite high, indicating areas for possible developmental attention. Objectives 13 (adult volunteer training

programs) and 16 (media programs) were used by only three projects each, and had quite high discrepancy scores at that. Objective 11 (volunteer programs in the preschool) was not attended to at all by projects in Region 3.

Among the elements, while all mean discrepancy scores were high, the relative strengths within Region 3 are Planning, Formal Training, and Field Based Activities, in that order. Staffing and Management and Coordination are in the middle-range, and the Evaluation and Assessment activity is the weakest area.

Tables 12 and 13 present the average numbers of individuals and institutions involved in Region 3 projects. The strongest categories of individuals' involvement are task force members, advisory council members, volunteers, teachers and peer tutors. Elementary, secondary and junior high students are the strongest of the institutional categories of involvement, in that order.

Table 12

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities

For Region 3

(n=8 projects [out of 18])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Professional Staff	0.75	0.50	0.13	-	0.13	-	0.50
Administrators	1.38	0.75	-	0.50	0.25	0.75	0.63
Local Project Directors	1.38	1.38	1.38	1.13	1.25	1.38	1.38
Teachers	6.25	1.63	4.38	2.38	5.38	0.50	2.88
Community	11.00	4.25	2.75	-	17.75	3.50	16.00
Paraprofessional Staff	1.88	-	-	-	0.75	-	0.25
Paid Staff	0.63	0.25	-	-	0.13	0.13	0.25
Volunteers	10.63	3.13	3.13	1.25	5.88	0.25	1.13
Tutors	3.88	-	1.25	-	2.63	-	-
Peer Tutors	5.63	-	-	-	0.75	-	-
Advisory Council Members	10.00	6.50	0.25	1.63	7.25	3.88	6.00
Task Force Members	11.00	5.38	1.50	0.38	9.50	2.25	3.13
Other	3.25	0.13	-	-	3.25	0.13	3.13

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Table 13

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities For Region 3 by Institution (n=8 projects [out of 18])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Board of Education	2.50	0.63	0.13	1.50	0.13	0.50	1.00
School Dist. Admin.	1.75	1.38	-	0.88	0.25	1.13	1.00
Pre-School (students)	25.00	-	-	-	25.00	-	-
Elementary (students)	83.13	-	-	-	43.75	-	3.13
Jr. High (students)	28.88	-	-	-	12.50	-	3.13
Secondary (students)	57.50	0.25	-	-	25.63	-	6.25
Special Client Groups	6.25	-	-	-	6.25	-	-
Coll. or Univ. Dept.	0.38	0.38	-	-	-	0.25	0.25
Jr. or Comm. College	0.25	0.25	0.13	0.13	0.13	0.13	0.25
Community Center	1.25	-	-	-	0.88	-	0.50
Churches	3.63	-	-	-	-	1.13	2.50
Public Library	0.25	0.13	-	-	0.25	-	0.25
Industry	-	-	-	-	-	-	-
Mass Media	1.88	0.25	-	-	0.25	0.63	1.25
Adult Dev. Agencies	0.13	0.13	0.13	0.13	0.13	-	0.12
Correctional Inst.	0.13	-	-	-	-	-	-
Universities	0.13	-	-	0.13	-	0.13	0.13

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

d. Comparison-Contrast of the Regions

The overall relative success between the three regions is indicated by their mean discrepancy scores for the required and all objectives, which are shown in Table 14. As is evidenced in the table, a clear ranking from most to least attainment exists across the regions, with Region 2 being the most successful, on both sets of means presented. When only the required objectives are considered, the three regions are spread equally. But when all objectives are taken into account, Regions 2 and 1 are seen to be very close in mean discrepancy scores, while Region 3 deviates substantially from the other two, its difference from the Region 1 mean being 22 of the 25 hundredths exhibited in the largest gap shown.

Table 14. Mean Discrepancy Scores and Differences Between the Regions for the Required and Optional Objectives.

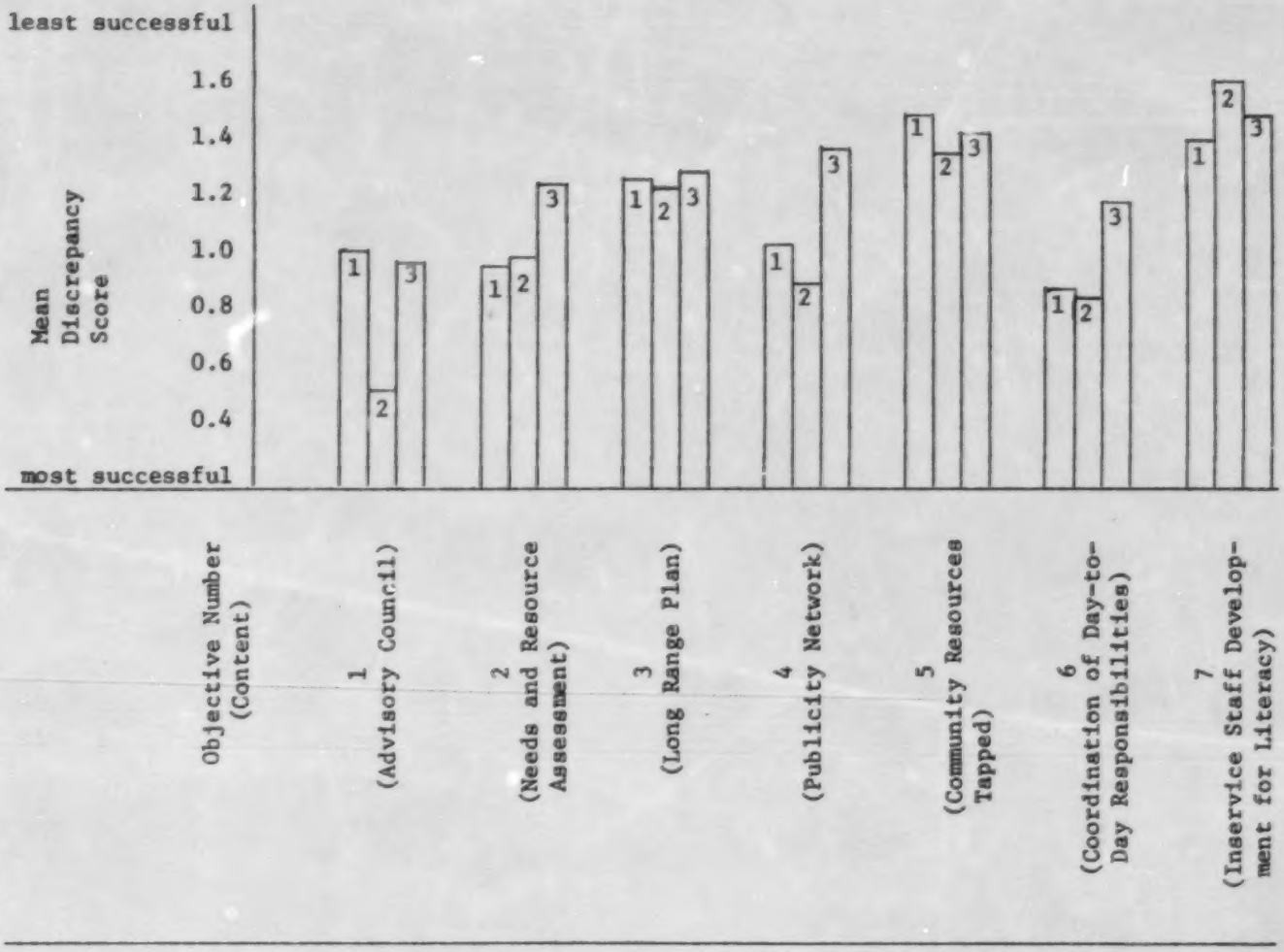
	Required	Difference	All	Difference
Region 2	1.01	0.12	0.96	0.03
Region 1	1.13	0.12	0.99	0.22
Region 3	1.25		1.21	

Considering the required objectives, Figure 2 offers a visual comparison of each region's progress in each objective. For Objectives 3, 5, and 7, the three regions cluster together in approximately equal attainment levels. The diagram of Objective 1, however, indicates that Region 2 has had substantially more success in advisory council activities than either of the two other regions. Objectives 2, 4, and 6 indicate that Region 3 is especially unsuccessful in comparison with the other two in its work in needs and resource assessment, with establishing publicity networks, and in coordinating day-to-day responsibilities.

The extreme strengths and weaknesses between the regions from among the

Figure 2 - Bar Diagram of Mean Discrepancy Scores for the Required Objectives for Each Region

(Region numbers are indicated inside each bar.)



optional objectives are shown in Figure 3, which is derived from a summary of items presented earlier in Tables 5, 8, and 11, and in descriptions of each region separately. The objectives placed in either extreme category were chosen according to two criteria: number of projects using the objective and its mean discrepancy score. Thus, extreme strengths include those objectives which have a substantial number of projects in the region using them, with a low mean discrepancy score. The objectives for the extreme weakness category were chosen

because of their very small number of projects making use of them and their high discrepancy scores.

Similar strengths across the regions are in the areas of adult basic reading programs, volunteer programs in the school (K-12), and writing funding proposals. Region 3 deviates from this pattern in that having special literacy programs in the director's own classroom is not a strength as found in the other regions, and this region does not exhibit a strength in having volunteer programs in-school. The only common weakness for the three regions is in their volunteer programs in the preschool. Region 2, however, exhibits an additional weak area in its special literacy activities in the directors' classrooms, and Region 3 is especially weak in its volunteer programs for adults and in its media programs.

Comparisons of the mean discrepancy scores of the regions within their elements' categories, as shown in Figure 4, illustrate at least three points. First, Region 1 is especially stronger than the other regions in its performance of Formal Training activities. This may be related to the fact of Region 1's having more institutions of higher education in its geographic scope, northern Illinois. Second, Region 2 has a relative strength in its Staffing activities. This would appear to be accounted for by the fact that most activities in the Staffing category are from Objective 1, advisory council work, and this was already indicated as a very strong area for Region 2. This "double" outcome is also thought to be related to the time utilization of the Region 2 consultant, as will be discussed in section IV. B. 4 below. And finally, Region 3 is weak in each of the six elements as compared to the other regions, though this is, of course, correlated with the overall high discrepancy scores for this region.

The strong and weak points indicated by the comparisons above are seen to be related to a number of factors. These factors include the general socio-

Figure 3

Extreme Strengths and Weaknesses from Among the Optional Objectives Across the Regions (The objective numbers appear in parentheses)

	Extreme Strengths	Extreme Weaknesses
Region 1	adult basic reading programs (9) volunteer programs inschool (12) writing funding proposals (14)	volunteer programs in preschool (11)
Region 2	adult basic reading programs (9) writing funding proposals (14) volunteer programs inschool	special literacy activities in director's classrooms (15) volunteer programs in preschool (11)
Region 3	writing funding proposals (14) adult basic reading programs (9) special literacy programs in directors' classrooms (15)	volunteer programs in preschool (11) volunteer programs for adults (13) media programs (16)

economic levels of projects within regions, the characteristics of the local project directors in regions, and the nature of the time utilization by the state staff consultants within each region. The analyses of these contributing factors as related to the foregoing findings from project success are presented in section IV. B. below.

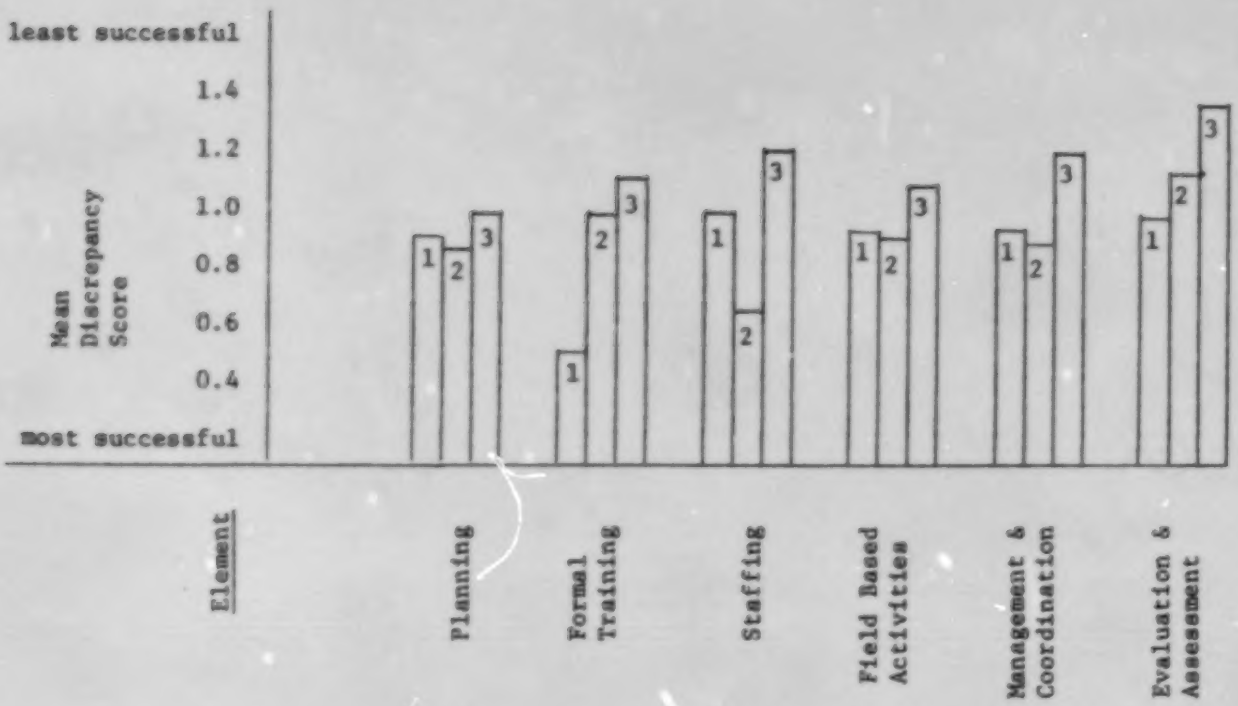
3. The Training Program Phases

Projects are divided into two phases according to the time the directors

Figure 4.

Bar Diagram of Mean Discrepancy Scores
in Each Major Element for Each Region

(Region numbers are indicated inside each bar.)



of the projects received their training from the state staff. Phase I projects were those with directors trained in January, 1974, and Phase II projects had their directors trained in August, 1974. In some cases, a project has more than one director, each being trained in a different session. In such cases, the projects are considered as being in Phase I and not in Phase II. Of the 55 projects used to prepare this report, 39 are in Phase I and 16 in Phase II.

This section of the findings will forego an extensive description of each separately, as much of it would be repetitious of the presentation above. It will concentrate, rather on the comparison-contrast of the two phases.

Summary discrepancy score data for Phases I and II are shown in Tables 15 and 16, respectively. From those tables, it is seen that the two phases were essentially equally successful, as the mean discrepancy scores for the required and all objectives differ by only two hundredths of a point. The remainder of the data in the tables are used as the basis for the charts of the comparative analysis.

Figure 5 presents the clearest comparison of the discrepancy scores of the required objectives for the two phases. The objective with the largest difference between the phases is Objective 1 (advisory council and task force establishment and operation), with Phase II projects performing these activities much better than Phase I projects. There are only very slight differences between the two phases on Objectives 2, 3, and 6, with Phase I projects being more successful, though the difference is thought to be inconsequential. The remaining three objectives indicate almost equal mean discrepancy scores for both phases. Overall, then, there is a great similarity between projects in the two phases with respect to the required objectives, with the exception of the advisory council functions.

As is seen in Figure 6, which presents a comparison of the mean discrepancy scores for each phase across the elements, almost all of the elements show similar success patterns for the two phases. The two exceptions to this, though they are not strong differences, are Staffing activities, with Phase II projects being more successful than Phase I, and Evaluation and Assessment activities being less successful in Phase II than they were in Phase I.

A comparison of the numbers of individuals and institutions, by category, between the two phases is obtained from the data in Tables 17, 18, 19, and 20. Comparing the total numbers of individuals, it is seen that Phase I projects make their substantially strong impact through teachers, volunteers, professional staff, peer tutors, and other tutors, in that order, considering the

Table 15

Summary Discrepancy Score Data for Local Right to Read Projects in Phase I (n=39)

Required Objectives	Mean Discrepancy Scores[1]	Rank	Optional Objectives	n	Mean Discrepancy Scores	Rank
1. Advisory Council	0.88	1	8. Pre-Schl. Parent Ed.	10	1.01	8
2. Needs Assessment	0.99	3	9. Adult Reading Skills	23	0.68	3
3. Program Plan	1.21	5	10. Pre-Schl. Readiness	11	0.98	6
4. Publicity Network	1.09	4	11. Pre-Schl. Volunteers			9
5. Community Resources	1.41	6	12. In-Schl. Volunteers	16	0.96	5
6. Day to Day Tasks	0.92	2	13. Adult Volunteers	6	0.98	7
7. Staff Development	1.48	7	14. Proposal Writing	15	0.45	2
			15. Classroom Literacy	5	0.37	1
			16. Media Program	6	0.81	4

Required Objectives Mean = 1.12

Total Objectives Mean = 1.04

Element	Required Objectives Mean	Total Objectives Mean	Rank
Planning	0.97	0.96	2
Formal Training[2]		0.90	1
Staffing	1.09	1.03	4
Field Based Activities	1.21	1.00	3
Management and Coordination	1.17	1.06	5
Evaluation and Assessment	1.22	1.16	6

[1] 0 = perfect attainment of objectives; 2 = no attainment of objectives

[2] No activities among the required objectives apply to Formal Training, because of the way Formal Training was defined as in p. 185 of this report.

Table 16

Summary Discrepancy Score Data for Local Right to Read Projects in Phase II (n=16)

Required Objectives	Mean Discrepancy Scores[1]	Rank	Optional Objectives	n	Mean Discrepancy Scores	Rank
1. Advisory Council	0.64	1	8. Pre-Schl. Parent Ed.	5	1.22	8
2. Needs Assessment	1.17	4	9. Adult Reading Skills	7	0.91	5
3. Program Plan	1.37	5	10. Pre-Schl. Readiness	6	1.04	6
4. Publicity Network	1.09	3	11. Pre-Schl. Volunteers	2	1.43	9
5. Community Resources	1.41	6	12. In-Schl. Volunteers	2	0.67	4
6. Day to Day Tasks	1.04	2	13. Adult Volunteers	4	0.65	3
7. Staff Development	1.52	7	14. Proposal Writing	4	0.18	1
			15. Classroom Literacy	5	0.60	2
			16. Media Program	3	1.14	7

Required Objectives Mean = 1.14 Total Objectives Mean = 1.06

Element	Required Objectives Mean	Total Objectives Mean	Rank
Planning	1.02	1.03	4
Formal Training[2]		0.95	2
Staffing	0.96	0.88	1
Field Based Activities	1.44	1.07	5
Management and Coordination	1.09	0.97	3
Evaluation and Assessment	1.32	1.30	6

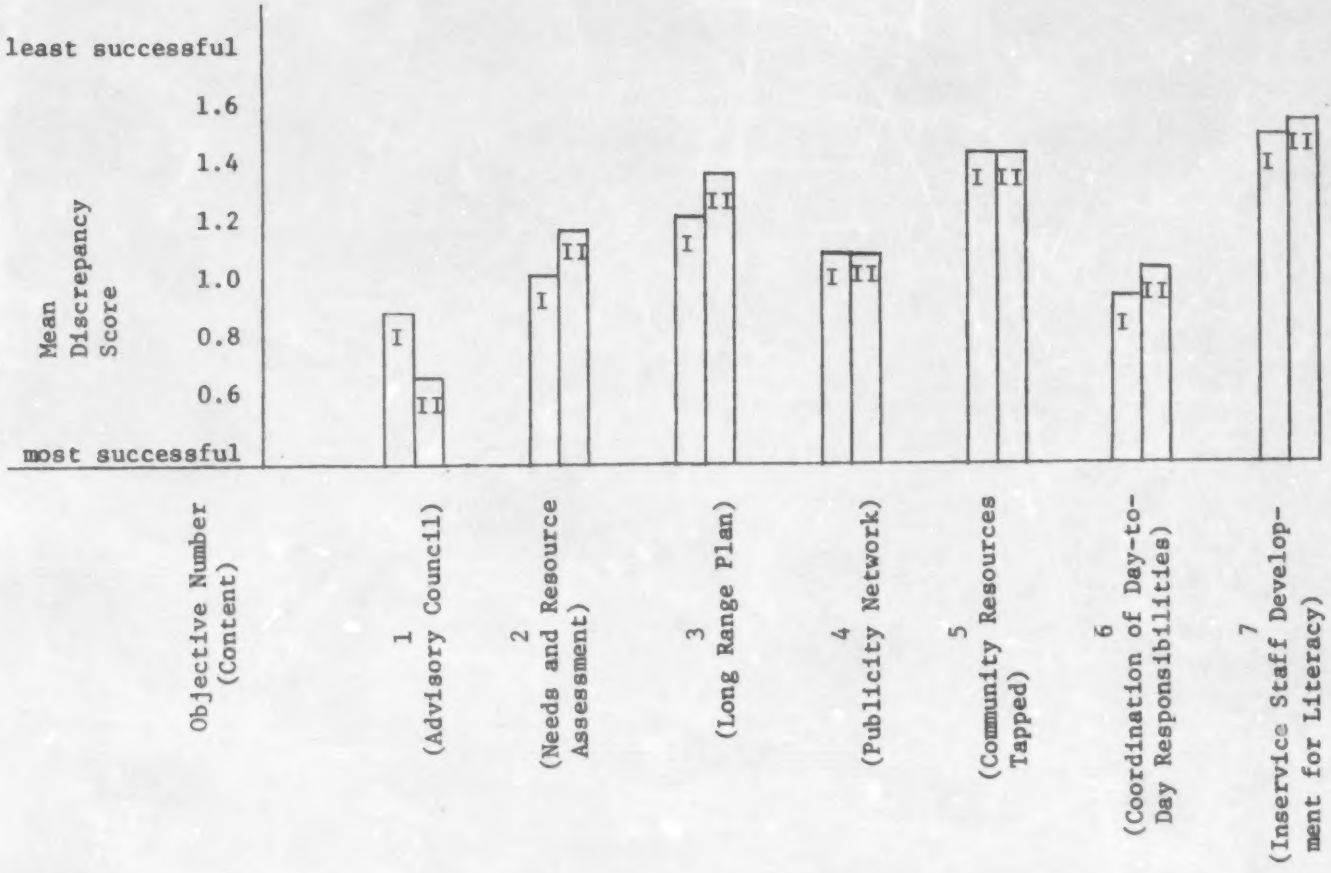
[1] 0 = perfect attainment of objectives; 2 = no attainment of objectives

[2] No activities among the required objectives apply to Formal Training, because of the way Formal Training was defined as in p. 185 of this report.

Figure 5.

Bar Diagram of Mean Discrepancy Scores for the Required Objectives for Each Training Phase

(Phase numbers appear inside each bar.)



categories with averages above 10. Phase II projects, on the other hand, make their impact through volunteers and advisory council members. Of the institutions, Phase I projects' average numbers of individuals in the hundreds involved are from elementary, preschool, junior high, and secondary school students. Though there are fair numbers of special client groups involved in Phase I projects, the number of these is much smaller than for the school students. The institutional data for Phase II indicate that elementary school students are the most numer-

Table 17

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities

For Phase I

(n=23 projects [out of 39])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Professional Staff	12.91	1.22	0.52	0.22	11.35	11.26	11.74
Administrators	2.48	1.17	0.26	0.39	0.61	1.65	0.91
Local Project Directors	1.35	1.35	1.26	0.96	1.22	1.30	1.35
Teachers	23.74	4.48	3.78	1.30	3.35	0.74	10.65
Community	14.61	2.78	0.96	0.35	10.13	1.74	6.78
Paraprofessional Staff	3.70	1.52	1.52	-	3.48	0.04	0.13
Paid Staff	3.22	0.48	0.57	0.04	0.35	0.17	0.70
Volunteers	23.30	1.70	6.09	0.30	7.13	0.17	0.70
Tutors	11.04	2.83	5.39	0.22	7.17	-	2.70
Peer Tutors	11.39	-	7.74	-	2.00	-	0.52
Advisory Council Members	9.17	6.30	0.17	1.09	3.52	2.78	5.70
Task Force Members	6.61	3.83	1.00	1.04	3.35	1.91	2.48
Other	2.35	-	-	-	1.61	-	1.09

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Table 16

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities For Phase I by Institution (n=23 projects [out of 39])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Board of Education	3.30	0.57	0.04	0.52	0.04	0.48	1.35
School Dist. Admin.	2.87	1.57	0.39	0.78	0.65	1.87	1.78
Pre-School (students)	271.17	-	-	-	269.65	-	0.09
Elementary (students)	627.04	0.04	11.35	0.04	157.91	0.04	168.52
Jr. High (students)	223.26	0.48	10.91	0.04	33.43	0.04	14.17
Secondary (students)	177.52	0.13	1.09	0.04	10.00	0.04	2.74
Special Client Groups	17.35	0.39	1.43	-	2.87	0.04	-
Coll. or Univ. Dept.	0.52	0.30	0.04	0.09	0.35	0.22	0.35
Jr. or Comm. College	1.61	0.91	0.17	0.26	0.57	0.43	1.57
Community Center	0.61	0.09	-	-	0.39	-	0.26
Churches	1.65	0.30	-	0.04	0.26	0.43	1.17
Public Library	0.39	0.13	-	0.04	0.26	0.09	0.17
Industry	0.52	0.30	-	0.04	0.13	0.09	0.30
Mass Media	0.87	0.30	-	-	0.09	0.43	0.43
Adult Dev. Agencies	0.52	0.17	0.17	0.13	0.35	0.04	0.17
Correctional Inst.	0.35	0.26	0.26	0.04	0.04	0.09	0.26
Universities	0.57	0.04	-	0.04	0.52	0.04	0.04

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Table 19

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities

For Phase II

(n=7 projects [out of 16])

Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Professional Staff	0.29	0.29	-	0.29	0.29	0.29	0.29
Administrators	4.71	2.57	0.29	1.71	1.86	1.71	3.71
Local Project Directors	1.29	1.29	0.86	0.86	0.86	1.14	1.00
Teachers	7.14	3.57	0.29	1.29	6.57	2.43	1.71
Community	226.29	0.71	-	0.71	218.57	0.71	8.43
Paraprofessional Staff	4.29	-	-	-	3.29	-	0.29
Paid Staff	0.57	0.29	-	-	0.29	0.57	-
Volunteers	15.00	1.43	0.43	1.43	6.43	-	-
Tutors	9.57	1.57	4.00	-	7.14	-	-
Peer Tutors	7.43	-	0.71	0.71	7.43	0.71	-
Advisory Council Members	11.29	11.14	0.29	9.43	9.43	8.43	8.86
Task Force Members	6.86	6.14	0.29	1.43	6.00	3.71	4.00
Other	4.71	0.14	4.57	-	0.14	0.14	-

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Average Numbers of Individuals Per Project Reported Involved in Right to Read Activities
For Phase II by Institution
(n=7 projects [out of 16])

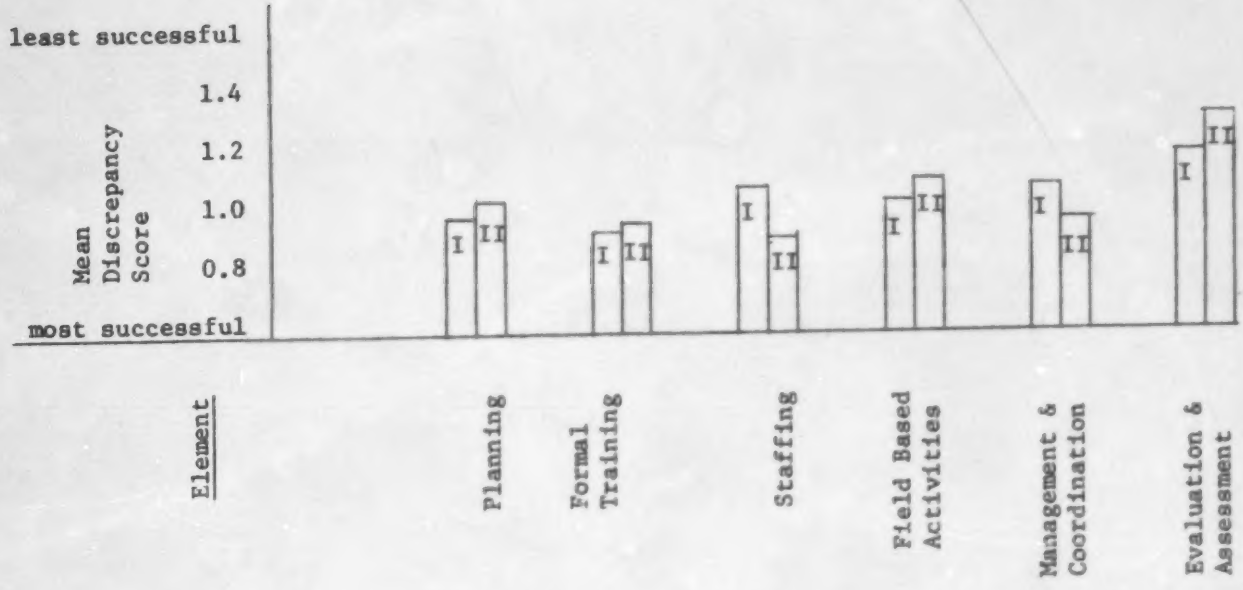
Category	Total Average*	Element					
		Planning	Formal Training	Staffing	Field Based Activities	Management & Coordination	Evaluation & Assessment
Board of Education	0.57	0.43	0.29	0.14	0.14	0.14	0.29
School Dist. Admin.	3.00	2.14	0.29	1.43	1.29	1.14	2.29
Pre-School (students)	2.00	-	-	-	0.29	-	-
Elementary (students)	138.29	-	-	-	138.29	-	57.86
Jr. High (students)	14.57	0.14	-	-	14.57	-	14.29
Secondary (students)	1.43	1.43	1.43	-	1.43	-	-
Special Client Groups	1.57	0.57	1.00	0.57	0.57	0.57	0.57
Coll. or Univ. Dept,	10.29	10.29	0.57	0.57	9.71	0.57	0.57
Jr. or Comm. College	5.00	2.43	1.71	2.43	2.14	3.14	2.71
Community Center	0.14	0.14	-	-	0.14	-	-
Churches	0.29	0.29	-	0.14	0.29	0.14	0.14
Public Library	0.86	0.29	0.57	0.14	0.71	0.71	0.43
Industry	-	-	-	-	-	-	-
Mass Media	0.71	-	-	-	0.29	0.43	-
Adult Dev. Agencies	4.86	4.43	-	-	0.57	0.14	0.14
Correctional Inst.	-	-	-	-	-	-	-
Universities	-	-	-	-	-	-	-

* As the individual projects report a total number of individuals from each category involved in the projects, these numbers are averaged for the entries in this column, and they do not necessarily represent the average of the entries within each of the element columns. That is, an individual counted as "1" in the total column may be involved in more than one element.

Figure 6.

Bar Diagram of Mean Discrepancy Scores in Each Major Elements for Each Training Phase

(Phase numbers appear inside each bar.)



ously involved group, though junior high students and college or university departments do have averages of more than 10 involved.

In summary, Phases I and II are remarkably similar in the progress of the projects with local directors trained in each, when mean discrepancy scores are used as the criteria. One exception to that was the advantage shown by Phase II projects in their advisory council work as over Phase I. In terms of the numbers of individuals and institutions involved in each phase, more of both individuals and institutions were involved in Phase I projects and in more categories, than were in Phase II projects. The categories of strength did, however, overlap across the two phases. Additional information concerning the content of the training programs, in an attempt to understand more completely the findings of this section, will be presented in section IV. B. below.

B. Factors Contributing to Success of Projects

The presentation of findings up to this point might be thought of as the static findings. We now turn to the dynamic findings in which evidence is presented to suggest that certain factors potentially within the control of the state Right to Read staff or the local project staffs appear to influence the nature and degree of projects' attainments as presented above. There are four such factors which were discovered in the course of this evaluation and which serve to organize this section of the report: socioeconomic factors, characteristics of directors, state staff time utilization, and training program activities.

1. Socioeconomic Level of the District

There is found to be some relationship between the socioeconomic level of the school district in which the local Right to Read project is located and the success of its attainment of objectives. As this analysis was conducted before the discrepancy model programs were developed, the measure of success varies slightly from pure discrepancy scores. Each project was assigned a success rating of 0 to 16 (though 12 was the highest assigned), based on the number of objectives having 50% or more activities "completed." This success rating method is correlated with success as determined by mean discrepancy scores, by definition of the latter. The SES measure was obtained by subtracting the percent of Title I eligibles in each school district (provided by the IOE data processing service in November, 1975) from 100. SES and success ratings for each project are presented in Appendix F.

The descriptive and correlational statistics for the two variables are presented in Table 21. The correlation of +0.31, while it is not very large, is statistically significant at the .01 level. Thus, there is a greater than chance tendency for the more successful projects to be those in higher SES communities,

and conversely. As Region 3 was found above to be the least successful of the three regions, the average SES level of the communities surrounding its projects is also the lowest of the three. The median values of the Title I percentage eligibles for each region are 6.08, 11.37, and 17.64, respectively for Regions 1, 2 and 3.[1]

Table 21

Means, Standard Deviations, and Correlation of Success Ratings and SES Levels (n=55)

variable	mean	s.d.	r	p≤
success	5.64	3.49	+0.31	.011
SES	85.14	17.62		

The finding of the relationship of success in Right to Read projects and SES is not taken to imply that if success is desired projects should be established in high SES areas. Rather it points to the need to better understand what special requirements exist in order to make a project from a low SES area successful, since there, presumably, lie the greatest needs for literacy efforts. To this end a case analysis of the few successful projects from low SES areas was undertaken and follows.

The analysis undertaken to investigate the influence of a large percentage of low SES families in the school district on the possible success of the R2R Project involved a sample of successful projects (one from each of the three regions) with success ratings of 9 or above and a sizable number of Title I eligible students, over 15%. Additionally, three projects with low success

[1]The medians are taken from the SES indicators in Appendix F. The entire tables are not repeated here in the interest of avoiding the further proliferation of tables in the text.

ratings, less than 4, and a sizable number of Title I eligible students, over 15%, were examined, in terms of the characteristics of the directors of the project. Two projects in the sample of 6 had more than one director in each of the groups; consequently the applications of four R2R directors in each category were analyzed. The variables which seemed to distinguish between the two groups are recorded in Table 22.

Generally, the directors of the successful projects with a large number of low income students displayed the same characteristics as the other successful directors described earlier. The same can be said for the unsuccessful group. However, there are differences between the two groups worthy of further investigation. It is noted that all four of the successful directors working in situations with a relatively large population of low income students had under ten years of experience, while the unsuccessful group had only one director with less than 10 years of experience and three with over 15 years of experience; successful directors lived in their communities under 9 years while among the unsuccessful group all had been residents of their communities for over 15 years. All successful directors were female; 2 of the unsuccessful ones were male. The unsuccessful directors cluster in the eight year age range of 37 to 45 while the successful ones range from 31 to 50 years of age. The successful directors tend to belong to three or more professional organizations and half of the group viewed themselves as specialists in program development. By contrast the unsuccessful directors all belong to no more than one professional organization and half of this group indicated they possessed no special skills. Finally, three of the four successful directors attached a personal statement of intent to their applications, specifying their desire to become a R2R director and indicating what they hoped to learn in the training sessions. Only one of the unsuccessful directors attached such a statement.

In summary then, if one is interested in selecting a potentially successful

director in a community with a large population of low SES students, the applicant should display between three to eight years of experience in the field, and less than nine years in the community as a resident. She should belong to more than three professional organizations, be enthusiastic and committed at least in a written statement, and be over 30 and under 50 years of age and probably have some experience in program development.

Table 22
Demographic Characteristics of Selected Directors in Low SES Communities

Variable	Successful with more than 15% Title I N=4	Unsuccessful with more than 15% Title I N=4
Classroom Teacher	3	2
Non Classroom Teacher	1	2
Years of Experience		
Under 10	4	1
Over 15	-	3
Years of Residence		
Under 9	4	-
Over 15	-	4
Sex F	4	2
M	-	2
Age 31-35	1	-
36-40	1	1
41-45	1	3
46-50	1	-
Education		
BA	2	1
MA	2	3
Professional Organizations		
1	1	4
3 or more	3	-
Special Skills		
Reading Specialist	1	2
Administration	1	-
Program Development	2	-
College Teaching	-	1
None	-	2

2. Characteristics of Successful and Unsuccessful Directors

General success among Right to Read projects, as judged by each of the three regional consultant's provision of the three "most successful" and three "least successful" projects in their respective regions near the beginning of this evaluation team's functioning, is found to be related to some demographic

characteristics of the project directors. Information on demographic characteristics of the 18 used for this analysis[1] are presented in the Interim Report in Appendix A. This section follows closely the format of that presentation, but concentrates on data pertinent to this particular finding. As the sample size is 18, a certain degree of tentativeness must reside with the conclusions based on these findings.

Data on the demographic characteristics available from original application forms of the directors are shown in Table 23. for the nine successful and nine unsuccessful directors. Those characteristics which appear to indicate the sharpest discrimination between the two groups are: special skills reported, education level, sex of director, age of director, number of reading courses completed, and membership in professional organizations.[2] Taking the specific direction of each of the differences into account, the following rough "model" of successful directors is derived. The successful local Right to Read director considers him or herself a reading specialist, a program developer, and possibly an administrator or guidance counselor; has a Masters' degree; is a female; is between the ages of 41 and 50; has taken five or more reading courses; is a member of three or more professional organizations; and is functioning in a non-classroom teacher role. Those characteristics which appear to make little or no difference in the performance success of directors include the nature of their present position in the school, years of experience, years in the community, marital status, and the number of media courses.

As was suggested in the Interim Report, this model might be taken as a selection model for screening prospective candidates for local directorships, if that luxury of selectivity is available in future recruitment efforts.

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[1]See section III.C. above for a full description of the methodology for this analysis.

[2]See Interim Report for tests of significance.

Table 23

Demographic Characteristics of Successful and Unsuccessful Right to Read Directors (n=18)

Present Position	Successful	Unsuccessful	
Classroom Teacher	3	2	Classroom
Reading Instructor	0	3	
Reading Diagnostician	1	0	Non-Classroom
Reading Specialist	1	1	
Reading Consultant	1	0	
Principal	0	1	
Learning Center Director	2	1	
Media Director	1	1	
Years Experience			
0 - 3	1	1	
4 - 8	2	1	
9 - 13	3	2	
14 - 18	2	1	
19 - 25	1	2	
over 25	0	2	
Sex			
Male	0	3	
Female	9	6	

Table 23 (Continued)

Years in Community	Successful	Unsuccessful
0 - 3	1	3
4 - 8	1	1
9 - 13	2	1
14 - 18	0	0
19 - 25	3	0
over 25	2	4
Marital Status		
Single	3	1
Married	6	8
Age		
26 - 30	1	0
31 - 35	1	1
36 - 40	1	1
41 - 45	2	2
46 - 50	3	1
over 50	1	4
Education Level		
BA	0	3
MA	9	6

Table 23 (Continued)

Number of Reading Courses	Successful	Unsuccessful
0	0	1
1	1	0
2	0	0
3	0	2
4	1	0
5	3	4
6 or more	4	2
Number of Media Courses		
0	3	3
1	3	3
2	0	0
3 or more	3	3
Membership in Professional Organizations		
0	0	1
1	0	3
2	0	0
3	4	3
4 or more	5	2

Table 23 (Continued)

Special Skills	Successful	Unsuccessful
Reading Specialist	5	1
Fine and Performing Arts	1	0
Administration	2	0
Test Administration	1	1
Guidance and Counseling	2	0
Program Development	3	1
College Teaching	0	1
Nursing	1	1
Behavior Modification	1	0
None	1	3

3. Training Program Analysis

The agendas of both the Phase I and Phase II training sessions were content analyzed and activities were classified into eight broad categories. A frequency count of activities in each category and attendant percentages are presented in Table 24. The categories are described as follows:

1. Group dynamics, communications, interpersonal relations, conflict management.
2. Needs Assessment and Planning.
3. Trends in Right to Read programs, nationally, regionally and locally, formal training in reading skills at various levels and all items dealing with reading as a content area.
4. Staffing arrangements and attitudes adjustment; orientation of staff and how to recruit staff at the local level.
5. Field based activities - Advisory Councils, Community action programs, etc.
6. Management and Organization of Right to Read programs.
7. Assessment and Evaluation.
8. Demonstration activities - practical experiences of other Right to Read persons and projects shared in small group sessions.

Table 24
Frequency Counts and Percentages of Training Program Activities in Each of Eight Categories

Category	Phase I		Phase II	
	n	percent	n	percent
Group dynamics	11	12.1	6	11.5
Needs assessment	15	16.5	4	7.7
Reading training	20	22.0	18	34.6
Staffing	1	1.1	0	0
Field Based activities	15	16.5	6	11.5
Management	8	9.9	5	9.6
Assessment	5	5.5	3	5.8
Demonstration	15	16.5	10	19.2
Totals	90	100.1	52	99.9

The comparison of the two phases for the required objectives on mean discrepancy scores above indicated that Phase II projects were more successful than Phase I projects on Objective 1. The content of the training programs was examined to ascertain whether or not the effect might be attributable to the differential foci of the two training programs. The Field Based Activities category was defined as including information about advisory councils, but this category in Table 24 indicates that more attention was given to Phase I projects in this area. Thus, Phase II's success with advisory councils is not necessarily attributable to the amount of time spent in training for that function.

On the other hand, Phase I is seen to give more attention than Phase II to needs assessment and planning functions, and indeed, Figure 5 indicates that Phase I projects were the more successful in these two areas (Objectives 2 and 3). Whereas management activities were given almost equal stress in the two training programs, the management objective(6) shows a difference in the two phases, with Phase I projects performing more successfully than those of Phase II. The overall conclusion, then, is that differences in the training programs are not found to be related to differential success in the field. This conclusion must be interpreted tentatively, however, for there are those cases in which a given project has more than one director, each trained in a separate Phase.

4. Staff Utilization of Time

Following from the procedure detailed in the Methodology section of this report, the percentages of time each state staff member spent in seven categories of activities are presented in Table 25 along with average figures for the regional consultants alone, and for the regional consultants combined with the Right to Read Director. (Extensive descriptions of each category are presented in Appendix G.)

Table 25

Percentage of Time Utilized by State Staff Members in Seven Activity Categories

Category	Consultants					Director	Entire Staff	
	Region 1	Region 2	Region 3	Total	Average		Total	Average
a. Preparing and Training	10	10	4*	24	8	0	24	6
b. Information Dissemination	20	20	45	85	28.33	20	105	26.25
c. Planning	20	10	10	40	13.33	30	70	17.50
d. In-house Reporting	10	15	19	44	14.67	40	84	21.00
e. Workshops	30	20	4*	54	18	0	54	13.50
f. Advisory Councils	5	20	8	33	11	5	38	9.50
g. Professional Growth	5	5	10	20	6.67	5	25	6.25

* These figures were reported as 8% in category e and arbitrarily split into 4% and 4% since the description of activities under e for this person included items from category a.

The greatest percentage of time, in both the regional consultants' average and in the entire staff's average, is spent in information dissemination activities. While it may be appropriate for the state staff to allocate great amounts of time to activities in this area initially in the program's operation, it might be expected that efforts in this area be taken over by local projects as they "get off the ground." But Objective 4, which deals with the establishment of publicity networks was indicated in the preceeding presentation as being of only moderate success. It was an area ranked very low by discrepancy scores in Region 3, and the Region 3 consultant is seen in this data as devoting some 45 percent of time to information dissemination. Whereas Regions 1 and 2 each devoted some 20 percent of time to this category, Objective 4 was fairly and very successful respectively in those regions. Thus there may be some degree of inverse relationship between the amount of time a staff member spends on information dissemination and the ability of the local projects to perform those functions. Of course, it may be the case that as local projects fail in their publicity efforts, the state staff member responsible for those projects "picks up the slack."

In examining the utilization of time by the Region 2 consultant, it is seen that the category on which she stands out from the other two is in advisory council work. This finding is further substantiated by data on the number of site visits each consultant made to sites in their respective regions. As counted from staff's monthly reports over a nine month period (September, 1974 to June, 1975), the numbers of visits reported by the Region 1, 2 and 3 consultants respectively were 31, 48 and 26. These visits primarily involved meetings with advisory councils or their members, and the Region 2 consultant is seen to have made the most efforts in this area. As has been indicated several times earlier in this report, this area is one of especial success for

Region 2. Here a direct relationship of staff time and field performance is suggested. Not enough information eixsts, however, to suggest that this staff member's efforts with advisory councils effected their predominance of success. It might also be that the successful performance of advisory councils in this region evoked a positive response of extensive contact by this consultant.

C. Cost-Benefit Analysis

Ultimately, any funded project must be judged in light of the cost of the services delivered. It is difficult at best to specify benefits and costs for a project which has not yet completed its activities. Therefore, this analysis must be viewed as highly speculative. The figures shown below were taken from the Right to Read Program Plan, 1975-76 prepared by the R2R staff and submitted to the Superintendent of the Illinois Office of Education. The budget from which the figures were derived is shown in Appendix H. The analyses below are based on the cost of training a R2R director by the R2R staff and the comparable cost of training a director by outside contractors, that is the three universities subcontracted to train directors for the 1976 Phase III training program.

Total Proposed Budget 3/1/74 - 2/28/76	$349,000.00
Total Expenditures 3/1/74 - 3/28/75	113,112.00
Total Carry-over	235,888.00
Cooperative Research Act Grant 3/1/75 - 2/28/76	214,776.00
Total Proposed Budget	450,664.00
(1) Less Estimated Cost of University Training Programs Phase III estimated $60,000 x 3 plus $10,000 in state contributed services per each university ($30,000)	210,000.00
(2) (Estimated)	240,664.00
Cost of training 90 R2R directors in Phase I and II Programs by the state staff /(2)÷90/	2,674.04 each
Cost of training 142 R2R directors by the three universities as of 3/76 /(1)÷142/	1,478.87 each
Difference	$1,452.13 per director

On the basis of the estimated costs, it was efficient for the state staff to decide in June, 1975 to subcontract the training of additional R2R directors to the three universities, one in each region. Approximately $1,500 per trainee could be saved by the universities' training efforts.

The figures shown in the preceeding analysis represent those specifically allocated to training. However, it should be remembered that the costs of training must also include support staff, materials, office supplies and other items. Because the final budget and impact[1] data are not yet available, the estimated costs shown below must be viewed as projections and not real costs.

Estimated Training Costs for Phase III
(Taken from Proposed Total Budget, March 1, 1975 - February 28, 1976)

Expenses for Support	$ 75,000.00	
Consultant Services	9,500.00	
Travel Expenses	10,000.00	
Materials and Supplies (50% of figure in budget)	43,737.00	
25% of Professional Staff Time	29,754.00	
25% Support Staff Time	13,338.00	
Total Estimated Cost	$181,329.00[2]	
Cost Estimate based on 300 new directors		$ 604.43 each
Cost Estimated on actual total number 55 + 142 = 197 (The assumption is that the R2R directors currently functioning will be served by the universities)		920.45 each
Cost estimated on number trained in Phase III of 142		1,276.97

[1]It should be noted that all of the above predictions and estimates are incomplete for a cost-benefit equation can only be fully implemented when there is some measure of benefit. In the case of R2R this benefit must be measures of the increase in literacy among clients of R2R programs.

[2]Actual grants to each of the three universities averaged about $60,000 each for a 1 week training period for 100 directors and two follow-up sessions of 2½ days each.

Hindsight is always more accurate than foresight particularly when monies are involved. Historically, professional training programs and especially in-service training programs have been expensive projects for professional salaries must be paid to the trainers and the cost of supporting the trainees is on the increase. But one wonders what would have happened at the local level if the difference in cost between the training by the state staff and the training provided by the universities had been allocated to the local R2R project for support of activities during the first year of operation. Ultimately, the cost-benefit of the R2R program rests on filling in the missing piece of the equation. How many persons became literate or more literate as a result of the activities of R2R projects at the local level? Attempts must be made to collect this information in some systematic way. Perhaps the R2R Program could ask for assistance from the Research Division of the Illinois Office of Education currently conducting a state-wide assessment program. In addition, local directors should be encouraged to collect literacy impact information as part of their ongoing activities.

D. Summary of Major Findings

To summarize the major findings of the report, when projects are viewed on a statewide basis, it is found that the overall mean discrepancy score for all objectives is 1.05, indicating that, on the average, there was almost half successful attainment of activities in the objectives. The relative strong areas of performance in the state are: advisory council establishment, coordination of day-to-day activities of projects, the operation of adult basic reading programs, and the writing of funding proposals. The attrition rate for project directors of 27 percent over a two year period from the first training contact appears quite good for a program with no material controls or rewards of a substantive nature. Furthermore, of those directors who remain opera-

tional, evidence of commitment by the school district was found to be much stronger than for those who are no longer operational. The major elements of special strength are Planning, Formal Training, and Staffing activities. From the individuals and institutions reported involved in local Right to Read activities, it was seen that volunteers and teachers were the most involved, averaging more than 21 and 19 individuals per project, respectively, in those two categories, and that elementary, pre-school, junior high, and senior high schools were the greatest areas of institutional involvement.

A comparison of the regions indicated that Region 2 was the most successful overall, and that Region 3 was the least successful. Region 1 was almost as successful in mean discrepancy scores as Region 2. In terms of specific objectives, from among those required, Region 2 was seen to have special success in advisory council and task force work in comparison with the other regions. Regions 1 and 2 had almost equal success in comparison with Region 3 in their performance in needs and resources assessment, establishing publicity networks, and in coordinating day-to-day responsibilities. From among the optional objectives, those concerning adult basic reading programs and writing funding proposals were common strengths in each region. But Regions 1 and 2 showed more success in operating volunteer programs in-school than did Region 3, and Region 3 showed special success in operating special literacy activities in the directors' own classrooms. The regional comparison across the major elements highlighted Region 1 as relatively successful in Formal Training, and to a lesser extent in Evaluation and Assessment; Region 2 had relative success in Staffing activities.

The two training program phases were seen to be remarkably similar in their attainment as indicated by discrepancy scores. Though this similarity also holds for comparisons of the two phases on most specific objectives, Phase II projects do show a slightly higher degree of success in advisory

council activities. The same type of similarity of results obtained for a comparison across the elements, with the slight exceptions being that Phase II projects showed more success in Staffing activities, and Phase I projects showed more success in Evaluation and Assessment activities.

Four factors were investigated in an attempt to ascertain their relation to the success of projects. The first, SES, was found to be positively correlated with success at the .01 significance level ($r = + 0.31$). As Region 3 had an abundance of projects located in low SES communities, their relative lack of successful performance might well be attributed to this factor. For the second, characteristics of local project directors, the set of characteristics thought to be most closely associated with success of projects was: they considered themselves reading specialists, had Masters' degrees, were female, were between the ages of 41 and 50, had taken five or more reading courses, were members of three or more professional organizations, and were functioning in non-classroom teacher roles. The third factor, the content of the training programs, was found to be unrelated in any systematic way to the success of projects by having their directors trained differentially. Staff-utilization of time, the fourth factor investigated, also showed an inconclusive relationship to project success, although there was some possibility of relationships suggested between the staff information dissemination activities and projects' establishment of publicity networks (inverse relationship), and between staff advisory council work and local project advisory council successes (direct relationship).

The analysis of the costs involved in training project directors, in as much accuracy as the estimates allowed, indicated quite clearly that the subcontracting of training functions to universities is more cost-efficient based on a per director training figure.

V. Limitations of the Study, Implications and Recommendations

A. Limitations and Suggestions for Improvement

In a program so broad in purpose and diverse in operation as R2R in Illinois, it is in one sense difficult and ever frustrating to limit the scope of the evaluation because of the numerous directions possible. By being compelled to decide among alternative procedures and establish priorities, one is moved to recognize, think about, and call attention to certain parameters, constraints and limitations that apply to an operation such as this evaluation. There were parameters of the evaluation project as defined by the contractual agreement under which it took place. These parameters set certain boundaries for what could be done. There were more specific constraints; i.e., the amount of time and money allocated to the project. And there were additional limitations which especially reared their ugly heads when, at some later stage, hindsight signalled that an alternative procedure would have been more effective beginning at some earlier stage.

Grappling with such limitations and their attendant frustrations is also, however, an impetus for improvement. Within this context, the following suggestions are made for the continued use of this evaluation system and its improvement in the future.

1. Levels of Significance

Because the Discrepancy Evaluation Model is descriptive in its origin, and because the purposes of the evaluation specified the need for descriptive information, it was not originally envisioned that tests of significance would be of value in comparing means of discrepancy scores between projects or groups of projects. This constitutes an initial limitation. Though constraints of money and time may have originally dictated against the inclusion of such procedures (and future efforts in this regard may prove somewhat costly), it is suggested that tests of significance among discrepancy scores will provide a

useful method of setting standards for determining the extent to which differences in discrepancy scores are attributable or not to chance. In providing such a standard, tests of significance would be a useful addition to the computer monitoring system for future interpretation of project data analyses.

2. The Nature of the Problem

A second limitation of the evaluation was the initial lack of clarity of the intended products. In other words, at the beginning of operations, the "problem" was very general, and in a sense was yet to be truly formulated. This again was a characteristic of the given situation. Up to the time of this evaluation, very little formal evaluation had been carried out on the project file data. This necessitated an initial inventory and description of the existing information. Once analyzed by the monitoring system which was developed, the information summary proved to be highly useful for achieving stated goals. These statements are not intended to downgrade the present utility of that information, but to suggest that a second stage of evaluation is now made feasible by the organization of this information. The initial limitation has been overcome because the "indeterminant situation" has been observed and classified. A significant consequence of this is that unimportant information in terms of project outcomes can be set aside, and the important aspects can be focussed upon. In other words, the "problem" (or problems) can now be formulated, and it is suggested that the findings of this report be utilized to provide more concrete direction for more specific future analyses. The following example is intended to clarify this suggestion. In the findings concerning discrepancy scores, the Phase I and II training programs, though different in content and structure, appeared to have little differential impact upon field activities in general. The status of local projects appeared more

related to "advisory council" activities which may essentially constitute site visits by state staff or follow-up training in the field, or the effectiveness of the director in implementing the staffing activities. The problems raised by these preliminary findings might be:

1. What is the relationship between training and field based activities?
2. Do those projects which are visited more frequently exhibit a higher degree of success than those which are not?
3. Can one observe how state staff activity bears upon the success of the local projects?
4. Does the ability of the local director to staff the project and select participants constitute a crucial factor in project success?
5. Is there a critical mass (e.g., 4 or more) of personnel active in a project which can be identified as a success variable?

Controls could be established or selections made of appropriate projects to observe, and the impact of training in the presence and absence of field visits and staff follow-up could be assessed. Because findings from this analysis could possibly facilitate the future success of an increased number of projects, this problem may be worthy of study.

Analysis of this sort could be accomplished. Findings are available. They were not forthcoming for this report since they were outside the parameters of agreement and were constrained essentially by time. They are suggested as a useful second stage of evaluation of greater depth than was initially possible.

These limitations and suggestions for improvement are general by intention and, if accepted and carried out, will lead to more specific useful action in the opinion of the R & D staff. These are offered with confidence that the hard work and desire for improvement shown by the R2R state staff will insure their consideration in future efforts.

B. Implications and Recommendations

The preceeding section outlined the framework in which the findings summarized earlier must be viewed. Within the limitations specified, the findings imply alternative courses of action. The evaluation team would be remiss if the recommendations derived from these findings and those presented in the Interim Report were not specified. The recommendations are organized in terms of those which apply at the policy level, at the project level, at the state staff level, at the research level and at the impressionistic level. Each of the recommendations is preceded by the finding which generated the suggested course of action.

1. Recommendations which related to the Policy Level (Policy is here defined as those issues which are dealt with in federal and state R2R statements.)

   a. Finding: The socioeconomic status of the client population is a significant variable in predicting the success of a R2R project in a community.

      Implication: The R2R program is not serving the most needy group in terms of clients from low socioeconomic backgrounds.

      Recommendation: The state staff should find and analyze successful staff and program models operating in areas with a large number of low socioeconomic status clients and attempts should be made to replicate these successful models.

   b. Finding: Few projects have any data on achievement or increase in literacy. Further, these data are not available on a national or a state-wide basis. Local projects tend to be weak on evaluation designs and discrepancy scores in the evaluation and assessment area support this factor in state and regional analyses.

      Implication: There appears to be a low level of accountability in the R2R program at all levels.

      Recommendation: It is important that provisions be made for the state to collect achievement and literacy data. Part of the required training for local directors should be teaching local R2R directors to evaluate and, where appropriate, to tie literacy programs to

school achievement scores for accountability and program credibility. The state staff should encourage the federal R2R agency to incorporate these measures into the guidelines for funding. The state R2R staff should monitor, evaluate and be accountable for the R2R literacy effort at the state level.

c. Finding: There are few data on what happens to R2R projects without staff and funds. Letters from the district administration supporting R2R programs appear more often in the files of successful directors than they do in files of unsuccessful directors.

Implication: Some school districts or other agencies are not fully supporting the R2R program, nor may they be absorbing programs into the curriculum after the initial training by the state.

Recommendation: It is important that provisions be made for the state to collect program survival data and include incentives for districts to legitimate programs and incorporate those proved successful into ongoing supported activities. If there are sufficient applicants to afford the luxury of selectivity, persons should be chosen whose districts evidence support for the program in visible ways, e.g., fiscal contributions, materials, space, and ancillary staff.

d. Finding: Some groups of R2R projects (Region 2 and Phase II) have more success with Advisory Councils than other areas, and these are an essential part of the national R2R effort as well as the general thrust in education in the U.S. today (i.e., community connections with schools). This success is shown to be related to the time utilization of the state consultant in the area which was successful; that is, she spent much time in Advisory Council contacts directly.

Implication: This factor can be "programmed" for by focusing state staff energies in that area.

Recommendation: The state R2R staff should redirect their priorities and spend more time and attention on field visits and work with community agencies and Advisory Councils.

2. At the local project level

Finding: Successful projects, when compared to unsuccessful projects, are found to have the following distinguishing characteristics among their directors: they consider themselves as having skills as reading specialists, program developers, and possibly administrators and guidance counselors; have Masters' degrees; are female; are between the ages of 41 and 50; have taken five or more reading courses; and are members of three or more professional organizations.

Implication: If project directors are able to be selected on the basis of some of the criteria above, the probability of greater success in performance of projects will be increased. Also, much time, effort and funds may be being used less efficiently than could be, as they are not directed at those local directors who show much promise of success.

Recommendation: The state should develop a selection model for screening prospective candidates for local directorships which incorporates the above criteria, if that luxury of selectivity is available, in future recruitment efforts.

3. At the State Staff Level (Implementation)

Findings: a. State staff spend much time on internal activities especially in the category of information dissemination.

b. State staff did well on planning.

c. State staff was viewed as enthusiastic and motivated by Right to Read directors.

d. Based on observation and interviews with state staff, the 5 members of the R & D staff jointly concluded that the state staff performed a wide variety of functions.

e. Local projects were visited only 1 per year on the average, except for those in Region 2, and these data are supported by the finding regarding the percent of time spent with Advisory Councils in Region 2.

f. Cost-benefit analysis outlined in this report suggests that outside contractors (universities) may be able to train local directors for less money per trainee. No data are available on impact on clients' literacy levels; consequently the analyses are incomplete.

Implication: The state R2R staff should turn training over to training agencies with prestige and follow up services such as Universities. This was done for Phase III Training Programs.

Recommendation: Involve state Right to Read Staff in coordinating field support of Right to Read projects through IOE Technical Support Teams. The State R2R staff should function as an articulation, coordination, monitoring and evaluating agent.

4. At the Research Level

Finding: For the R2R evaluation, certain givens dictated the procedures and techniques employed. A model of evaluation was chosen (the DEM) for analysis whose application historically and methodologically has been related to descriptive statistics. It suited the extremely diverse and general nature of the problem of this evaluation, but consequently was not applied to specific problems or to in-depth analysis of particular topics or levels. The evaluative products must meet specifications of stated purposes.

Implication: Improvements in the instrument, the computer program and the reporting process are possible.

Recommendation: Standards and criteria for determing differences between groups would be facilitated by the calculation of significance levels. A more focussed problem statement initially, less diversity, and a clearer initial understanding of the important aspects of the evaluation would have facilitated a more rigorous evaluative approach. The procedures and techniques applied here and the conclusions reached in this first evaluation are the sources for formulating the more specific problems.

A descriptive model of evaluation which seeks to encompass a broad and diverse set of purposes has an advantage of wide applicability. The procedures and methods utilized in this evaluation are generalizable to other such evaluation projects.

5. At the Impressionistic Level

The evaluation team spent countless hours with the state staff, other IOE staff members, talking to R2R directors and pouring over project and state files. As a result of this almost total immersion in the R2R Program, certain impressions were developed and discussed by the R & D staff. These impressions have been pooled and culled and are offered for consideration by those who will make decisions concerning the future direction of R2R in the state of Illinois.

a. The Structure and Content of the Program and the Role of the State R2R Staff.

Early in the investigation, the evaluation team was aware of a lack of structure and specific focus in the efforts of the federal, state and local R2R activities. This lack of focus is an artifact of the content of the program at the federal level for the guidelines spoke in general terms of enhancing literacy through a variety of community volunteer programs. However, the agency in the state which administered the program, with a half-million dollar budget, was the Illinois Office of Education. It was natural that most of the R2R directors would be school personnel rather than community agency types. The lack of clear guidelines on the federal level gave the state department and the local level the flexibility to structure their own programs to meet their unique needs, but it took some time to discover what these needs were and what the reservoir of talent could offer to meet the needs. This lack of definition of goal, task, and product caused the state R2R staff to be somewhat removed from the ongoing activities of the unit in the state department to which they were attached. The size of the grant and the seemingly limitless funds devoted exclusively to Right to Read activities created some tension between the R2R state staff and the rest of the department. Hopefully, the thrust of R2R at the federal level and the new state organizational structure should reduce some of this ambiguity and tension.

b. The Functions of the R2R State Staff

The structural looseness mentioned earlier and the lack of program focus seemed to have the effect of diffusing the functions of the state R2R staff. For example, in the area of reading skill in-service training, they were duplicating efforts of the reading consultants in the division, and with the new departmental structure (initiated in January, 1976) might duplicate the efforts of the reading consultants on the regional technical support teams. In other areas the state R2R staff members were called upon to provide a variety of services which ultimately overburdened the staff, such as the offering of workshops on the Volunteers of America Literacy Training programs. The time spent on information dissemination which could be handled by clerical level staff in the department consumed staff energies. This staff time might more appropriately have been spent on co-ordinating the literacy impact of R2R programs with the state-wide literacy assessment effort being conducted by another department in the Illinois Office of Education. It is the recommendation that the R2R staff be incorporated into the new IOE structure more fully to avoid duplication of services and to maximize the efforts of the R2R staff.

c. The Content of the Program at the State Level

It is the team's impression that more effective use of the state R2R staff could be accomplished if their efforts were focused in those areas of proven expertise. For example, the regional mini-workshops conducted by the staff were considered beneficial by participants as were the materials prepared by the staff for state-wide usage. In addition to serving as an articulation, co-ordination and monitoring agent, the efforts of the state R2R staff should be directed to field-based in-service activities and specific curricular or product development.

d. The Reward Structure

As mentioned earlier, a systematic set of rewards or incentives needs to be built into the operation of the program at the local directors' level. In order to do this, the directors need to know what they are doing and how well. The monitoring instrument specifies required activities and hopefully the feedback provided by the evaluation system will provide the psychic and professional rewards related to the accomplishment of activities and objectives. Recognition for these accomplishments should be built into the state program. Similarly at the state level, the lack of visibility of the state R2R staff within the organization represented a minimal reward structure. Attention, whether positive or critical, needs to be given the program and the state R2R staff by superiors and colleagues within the Illinois Office of Education. Formal as well as informal feedback regarding the functioning of the state R2R staff should be built into the relationships between the state R2R staff and other elements of the state agency.

e. Suggestions for Issues to be Discussed by the Illinois Office of Education

The team had the feeling that although many persons in the state agency and the state R2R staff were aware of the areas of concern shown below, and although some consideration had been given the areas, no resolutions or policies were reached. Further discussions are recommended with the hope that specific positions agreeable to all will be presented and followed:

1) How can the R2R program be tied into the state school literacy assessment program currently being conducted by the Research Division of the Office of Education? Could measures of self-concept and achievement be obtained for schools in which the R2R projects are operational and in some way compared with schools which do not have R2R programs?

2) Can a structured observation schedule be devised by the state R2R staff and others which will allow for systematic observations of successful programs, so the information may be coded, analyzed and disseminated state-wide and nationally?

3) Some projections must be made by the state staff in conjunction with outside experts and other members of the Illinois Office of Education concerning what the money expended on training local R2R directors might have bought if given to the local district, or used in some other way? In other words, what other alternatives to reach 90% literacy by 1980 in the state of Illinois were/are available? Which alternatives represent the best investment for the state?

4) A firm commitment to continued monitoring of programs and evaluations by both internal and external investigators should be made.

Finally, the evaluation team wishes to express its gratitude to all those in the Illinois Office of Education who assisted in the Right to Read evaluation project. Where data were available, the team had open access, and where data were not available attempts were made to provide the team with what information was retrievable. The team invites the Illinois Office of Education personnel, the state R2R staff, local project directors and concerned citizens to comment on this report.

APPENDIX A

Interim Report to the State of Illinois Right to Read Staff on Selected Aspects of the Program

DRAFT
NOT FOR CIRCULATION

Roosevelt University
College of Education
Research and Development Center

Interim Report to the State of Illinois Right to Read Staff on Selected Aspects of the Program

Prepared by Henrietta Schwartz, Director,
Research and Development Center

I. Purposes

This interim report has two purposes. They are:

A. To present information concerning the selection of local project directors based on an analysis of data concerning current Right to Read project directors.

B. To present information concerning participants responses to the previous training programs sponsored by the state agency.

It is important that these findings be interpreted as tentative for they represent approximately six weeks of data collection and analysis and an incomplete investigation of the project files. The Roosevelt University Evaluation Team began its work officially on September 15th, 1975. To date, we have completed the modifications requested in the research design, examined and coded the material in approximately one half of the local project files, conducted a telephone survey with a stratified sample of local project directors, designed an instrument to monitor new projects and we are at work on a computer program for the analysis of the data from the aforementioned instrument. Special efforts were made to examine those materials in the files which would be useful in planning the new series of training activities. This paper presents the preliminary results of those analyses. In addition, the new evaluation process to be instituted by the state and the monitoring instrument are to be presented by Mr. Donald Cichon and Mr. George Olson, members of the Roosevelt Evaluation Team.

II. Variables Related to a Selection Model for Local Project Directors and Participants

This section of the report will present the analysis of demographic variables characteristic of local Right to Read directors and participants. The information was taken from the Application Blanks filled out by each prospective and actual participant in the training programs (N=81). In addition a separate analysis was made of the three "most successful" directors, and the three "least successful" directors in each region. Each of the Education Specialists on the state staff selected the three "most successful" and the three "least successful" directors from her region. The total number in this subgroup was 18, 9 in the "successful" category and 9 in the "least successful" category. Additionally, the Application and Personnel Interview Rating Forms used by the state staff to evaluate these 18 candidates were examined and analyzed to determine the predictive accuracy of the instrument. Two of the limitations of the analysis are that we are working with a self-report form in the Application Blank and, in terms of performance in the field, with three expert but subjective judgments of "success" versus "non success". Given these limitations we turn to the profile of the 81 Right to Read participants throughout the state. (A participant is defined as an individual who participated in one of the two training programs and has or is working on a local Right to Read project. 52 of the group are project directors at this time.)

A. Profile of State Right to Read Participants (Total N = 81)

Table I presents an analysis of the 12 characteristics considered.

Present Position: The largest single group of Right to Read participants are elementary school classroom teachers representing 28.4% of the total group. Classroom teachers at all levels comprise 42% of the total. The second largest group of Right to Read participants are non classroom reading specialists. This classification is derived from combining such categories as reading diagnostician, coordinator specialist, consultant, learning center personnel and principal. They constitute 22.2% of the group. The third largest group (18.5%) are reading instructors. Generally speaking these persons are not confined to a single classroom or

a single group of students even though they teach nothing but reading. In checking the project folders of several of these individuals, typically they set their own schedules and several of them function in quasi-administrative roles.

Years of Experience: The largest single group of Right to Read participants has three years or less experience as teachers with 21 of the 44 having that experience at the elementary level. Over half, 54.3%, of the Right to Read participants have three years or less experience in classrooms. The second largest group of participants has between 4 and 8 years of experience evenly distributed among elementary and high school teaching (13 each) with 1 at the college level and 2 in other educational facilities. This second group accounts for 42% of the Right to Read participants. Only 5 or 6.2% have 19 to 25 years of experience and only 2 have over 25 years of experience. It is interesting to note that most, 8 of 9 of the "successful" Right to Read project directors, have more than three years of experience of a varied sort and 6 of the 9 have between ten and twenty years of experience. In the group with over 20 years of experience is found 4 of the 9"least successful directors". The close relationship of experience in teaching and age must be kept in mind when interpreting these data.

Years of Experience in the Community: The distribution of Right to Read participants in the various categories is relatively even with the exception of the 14 to 18 year classification. The largest single category is that of 4-8 years accounting for 26.7% of the group.

Sex and Marital Status: Right to Read participants are overwhelmingly female and married. 76.5% of the group is female. Given the population from which Right to Read directors and participants are recruited, elementary and high school teachers, the overrepresentation of females is understandable. 74.1% of the total group is married.

Age: The distribution of ages is reasonable and consistent with the career patterns of public school professionals. If 10 year spans are considered, the age

grouping from 26 to 36 contains one-third of the total group. It should be noted that 6 of the 9 most "successful" directors are in the age group from 36 to 46 while 4 of the 9 "least successful" directors are over 50.

Educational Background: 77 of the 81 participants have bachelors degrees and 2 of the teacher aids functioning in Right to Read projects have AA degrees. 2 other persons have some years of college but no degrees. 53.1% of the group have masters degrees with more than half of them in education and about 35% in liberal arts and 10% in reading. All of the "successful" directors have masters degrees, and 6 of the 9 "least successful" directors have the graduate degree also.

Number of Courses in Reading: 46.9% of the Right to Read participants have 5 or more courses in reading while 23.5% have 1 or none. The rest of the group has between 2 and 4 courses in reading. The distribution of number of reading courses among the "successful" and "least successful" directors is approximately equal.

Media Courses: Most Right to Read participants have had no more than 1 media course and only 22.2% have had three or more. Again the distribution here parallels that of the number of reading courses among the "successful" and "least successful" group.

Membership in Professional Organizations: As a group Right to Read participants are professionally active and more than two-thirds of the group belong to three or four professional organizations. All of the "successful" Right to Read directors belong to three or more professional organizations. Four of the "least successful" belong to no more than one professional organization, frequently the local teacher collective bargaining organization.

Special Skills: More than half of the participants listed some special set of skills they perceived they had. However, it should be noted that 44.4% of the group listed none. They saw themselves as being reading specialists, practitioners in fine and performing arts, program developers, media specialists, etc. 5 of the 9 "successful" directors perceived themselves as reading specialists and 3 of the 9 "least

Table 1: PROFILE OF RIGHT TO READ PARTICIPANTS FOR APPLICATIONS
(Total Sample=81)

Characteristic	Categories	Elementary K-3	Elementary 4-6	Jr. High	Secondary	College	Other	Total N	%
PRESENT POSITION	Classroom Teacher	11	12	4	6		1	34	42.0
	Reading Instructor		5	2	6	2		15	18.5
	Reading Diagnostician	1	1					2	2.5
	Reading Coordinator, Specialist		2		2		2	6	7.4
	Reading Consultant				3		2	5	6.2
	Principal		1					1	1.2
	Learning Center Director		3				1	4	4.9
	Media Director				2			2	2.5
	Media Technician	1						1	1.2
	Librarian		1		1			2	2.5
	Teacher Assistant	1						1	1.2
	Other (Reading Superv.; District Dir. of Instr.; Superv., Personnel Enrichment Program; Dir., Gifted Reimbursement; Asst. Superintendent; LRC Coord.; Reading-Study Skills Center Dir.; Not Employed)							8	9.9
YEARS OF EXPERIENCE	0-3	12	9	4	9	5	5	44	54.3
	4-8	7	9	6	9	1	2	34	42.0
	9-13	5	7	3	5			20	24.7
	14-18	5	3	1	1			10	12.3
	19-25		4		1			5	6.2
	over 25		2					2	2.5

DEMOGRAPHIC DATA

Characteristic	Category	Total N	%
NUMBER OF YEARS IN COMMUNITY	0-3	14	18.7
	4-8	20	26.7
	9-13	13	17.3
	14-18	2	2.7
	19-25	10	13.3
	over 25	16	21.3
SEX	Male	19	23.5
	Female	62	76.5
MARITAL STATUS	Single	21	25.9
	Married	60	74.1
AGE	20-25	5	6.2
	26-30	15	18.5
	31-35	12	14.8
	36-40	10	12.3
	41-45	12	14.8
	46-50	11	13.6
	over 50	16	19.8

EDUCATIONAL BACKGROUND

Characteristic	Categories				
	Education	Liberal Arts	Reading	Total N	%
BA	39	32	6	77	95.1
MA	24	15	4	43	53.1
PhD					
AA		3		3	3.7
BME		1		1	1.2

Characteristic	Categories	Total N	%
NUMBER OF READING COURSES	0	7	8.6
	1	12	14.8
	2	8	9.9
	3	10	12.3
	4	6	7.4
	5	13	16.0
	6 or more	25	30.9

Characteristics	Categories	Total N	%
NUMBER OF MEDIA COURSES	0	33	40.7
	1	22	27.2
	2	8	9.9
	3 or more	18	22.2

Characteristic	Categories	Total N	%
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS	0	10	12.3
	1	5	6.2
	2	12	14.8
	3	27	33.3
	4 or more	27	33.3

Characteristic	Categories	Total N	%
SPECIAL SKILLS	None	36	44.4
	Reading Spec.	10	12.3
	Fine & Performing Arts	9	11.1
	Program Devel.	4	4.9
	Counseling & Guidance	3	3.7
	Test Administration	2	2.5
	Administration	2	2.5
	Other (College teaching, Media, Nursing, Behavioral Management)	16	19.8

Characteristic	Categories	Total N	%
TRAINING IN FOLLOWING	1. Communications Skills	47	58.0
	2. Leadership Training	41	50.6
	3. Adult Education	39	48.1
	4. Group Dynamics	35	43.2
	5. Voluntary Action Programs	33	40.7
	6. Human Relations Skills	32	39.5
	7. Organizational & Administrative Strategies	29	35.8
	8. Personal Growth Seminars	29	35.8
	9. Media Utilization Strategies	28	34.6
	10. Daycare or Preschool Programs	24	29.6
	11. Other	16	19.8
	12. Dissemination Techniques	14	17.3
	13. Inter Action Analysis	11	13.6
	14. Change Agent Skills	8	9.9
	15. Public Relations	2	2.5
	16. None	2	2.5

successful" saw themselves as having no special skills.

Special training: Many of the Right to Read participants have had wide training experiences in most of the items mentioned with the exception of two of the catagories, "change agent skills" and "public relations." Given the knowledge that Right to Read is a volunteer program with an intrinsic reward structure, these may be vital categories. Only 8 in the total group indicated they had training in "change agent skills" and only two checked "public relations." Both catagories have "succussful" directors only in them and 6 of the 9 "successful" directors have had training in dissemination while only one "least successful" director indicates training in this area. Successful directors tended to show more varied training experiences as evidenced by a larger total of number responses than given the "least successful" directors

B. Comparisons of the "Successful" and the "Least Successful" Directors.

In contrast to the larger grouping of 81, this subgroup contains only project directors, 18 directors among the 55 operational projects. The applications of the 9 "successful" and the 9 "least successful" directors were analyzed in the same way as those for the total group. After completing the general analysis and working with the local project files, it became apparent that there were some distinctive patterns in the characteristics of the "successful" vs. the "least successful" directors. Again, caution should be exercised in drawing hard and fast conclusions from a total sample of 18.

Rather than presenting individual tables for each of the variables it may be said that the following variables did discriminate among the two groups: level of teaching, years of experience, whether directors participated in the January or June training programs, number of years in the community, sex, marital status, age, number of reading courses, number of media courses, and most categories of special training activities. Inspection of the information led to the formulation of the following assumptions:

1. Operational Right to Read participants tend to be non classroom teachers, that is, professionals who are not tied to a self-contained classroom for the entire working day.
2. "Successful" directors will tend to be non classroom teachers.
3. "Successful" directors will tend to have a higher educational level than the "least successful" directors.
4. "Successful" directors will belong to more professional organizations than the "least successful" directors.
5. "Successful" directors will perceive themselves as reading specialists more often than "least successful" ones will.
6. "Successful" directors will have more training in administration than will the "least successful" directors.
7. Operational participants and successful directors tend to be in districts with few poverty level families.

Tests of significance were performed to evaluate the accuracy of the assumptions. Tables 2 through 7 indicate the results of the analysis. Chi squate tests were utilized because of their applicability to nominal data. A correction for continuity was employed in all of the tests, since the data were categorized in 2 x 2 contingency tables. The correction was especially appropriate as 5 of the 6 tables contained small expected frequencies.

In examining the application blanks of trainees who dropped out of the program early on or who did not start a project, it was noted that many of these dropouts were self-contained classroom teachers. Table 2 presents a comparison of local participants who are or are not classroom teachers and details whether their programs are currently in operation. Of the total group of 34 classroom teachers, 15 of the 34 either never started programs or dropped out of the program shortly after the training period.

Table 2: A Comparison of Local Directors (N=81) Who Are or Are Not Classroom Teachers and Whether Their Programs Are Currently in Operation.

	Classroom Teachers	Not Classroom Teachers	
Programs in Operation	19	41	60
Programs Not in Operation	15	6	21
	34	47	81

Obtained x^2 value	df	Level of Significance
8.53		$p < .005$

The level of significance supports the first assumption that in all probability non classroom personnel have a better chance of operationalizing a local Right to Read program, other things being equal.

The second assumption concerning successful and less successful directors and classroom or non classroom positions was not supported as indicated in Table 3.

Table 3: A Comparison Between Local Directors Who Are Successful (N=9) or Unsuccessful (N=9) and their Present Positions[1]

Classroom Teachers	6	4	10
Not Classroom Teachers	3	5	8
	9	9	18

Obtained Chi Square value	Level of Significance
2.25	N.S.

1. For Tables 2 and 3, all of the tests utilized a correction for continuity and were one-tailed.

The third assumption concerning the educational level of Right to Read directors while not supported at the .05 level seems to merit further investigation. As Table 4 indicates a trend toward significance is present but not conclusive.

Table 4: College Degree Held by Successful and Least Successful Directors

BA	0	3	3
MA	9	6	15
	9	9	18

Obtained Chi Square value	Level of Significance
1.60	$p < .15$

A trend toward significance is present since the table value for the .10 level (one-tailed) is 1.64.

The professional activity of Right to Read directors is examined in Table 5. Apparently, "successful" Right to Read directors are significantly more professionally active than the "least successful" group of directors at the .05 level. This assumption is corroborated by information in the project files of the "successful" directors where one finds evidence of participation in professional meetings, presentations and continued professional development.

Table 5: Number of Memberships in Professional Organizations by Successful and Least Successful Directors

3 or more	9	5	14
2 or less	0	4	4
	9	9	18

Obtained Chi Square value	Level of Significance
2.89	$p=.05$

The analysis of the fifth assumption concerning whether the perception of self as a reading specialist discriminated between "successful" and "least successful" directors is shown in Table 6. Again the results of the analysis is not highly significant, however the variable merits further study, for the data indicate a trend in the direction stated in the assumption.

Table 6: Perceptions as Reading Specialists by "Successful" and "Least Successful" Directors

	Successful	Unsuccessful	
YES	5	1	6
NO	4	8	12
	9	9	18

Obtained Chi Square value	Level of Significance
2.25	$p < .10$

The sixth assumption probably did not receive a completely fair test. The data were taken from the category called Organizational and Administrative Strategies. Directors were asked to check the category if they had had some training in the area. However, there are a number of other categories in the list which encompass administrative skills. It seemed from an inspection of the files of the successful directors that they either had training in or experiences with organizing and co-ordinating programs. However as Table 7 reveals the analysis of the information presented on the Application Blanks did not prove to be significant in distinguishing between "Successful and Least Successful".

Table 7: Training in Administration of Successful and Least Successful Directors

	Successful	Unsuccessful	
YES	5	3	8
NO	4	6	10
	9	9	18

Obtained Chi Square value	Level of Significance
.225	N.S.

The last assumption remains to be verified. At this writing information concerning the socioeconomic and poverty level of the districts housing Right to Read projects has not been made available. We anticipate the data and an analysis will be available within two weeks. The rationale for the assumption is based on inspection of the files of the successful projects and on the voluntary nature of the program.

After reviewing all of the above, the question must be asked, What characteristics, within this finite group, should a candidate for the Right to Read program possess? What does a successful Right to Read director look like? Our analyses seem to indicate that the successful directors have the following characteristics given the limitations of the analyses.

1. They are females between the ages of 36 and 46.
2. They may be married or single. (One-third of the successful female directors were single)
3. They have lived in their communities for 15 to 20 years.
4. They are active in a variety of professional organizations, at least one of which is related to reading.
5. They perceive themselves as reading specialists and may have, but do not have to have, training in the area of reading.

6. They have a masters degree, usually in education, with a wide variety of other training experiences in communication, human relations, organizational and administrative skills, dissemination techniques and program development experiences.
7. They have 8 or more years of experience in elementary schools teaching on a variety of levels and their job changes are viewed as promotions in the career ladder.
8. They are currently functioning as non classroom elementary role specialists, usually in reading. That is, they are more mobile during the day than the self-contained classroom teacher.
9. They have or perceive that they have the support of the administration of their school or district and are well known in the community.
10. They are employed in districts in which the majority of the students are above the poverty level. Consequently the district is affluent enough to afford the cost of replacing the participant during the training period.

This is by no means an exhaustive list of the characteristics which can distinguish "successful" from "unsuccessful" directors. There are other variables which are difficult to measure, but which the State Right to Read staff feels are crucial. In an attempt to get a handle on things like motivation and commitment and ability to command resources, the revised Application Blank asks questions about the number of hours an individual is prepared to spend each week on the program. However, this is a self report form with no formal sanctions if the promises are not kept. It is our suggestion that some consideration be given to an external reward structure to provide extrinsic motivation for participants in local programs.

Finally, we recommend that the selection committee find or devise another instrument to assess applicants. The analysis of the form currently in use revealed that it did not discriminate among operational and non operational participants or "successful" or "least successful" directors. In fact an analysis of the evaluation

forms for the directors' subgroup revealed that the "least successful" directors were rated as better candidates than the "successful" ones. Our final report will provide additional insights into the selection process.

III. Summary of the Evaluation of Training Sessions for Phase I and Phase II groups

Two training sessions, each four weeks in duration, were conducted by the state Right to Read staff in conjunction with consultants and other members of the State Office of Education. The first training session was conducted in January, 1974 and will be referred to in this report as the Phase I training session; the second was held in July of the same year and will be referred to as Phase II. The agendas of both training sessions were content analyzed and classified into eight broad categories. A frequency count and attendant percentages are shown in Table 8 for each of the categories.

The categories are:

1. Group dynamics, communications, interpersonal relations, conflict management.
2. Needs Assessment and Planning
3. Trends in Right to Read programs, nationally, regionally and locally, formal training in reading skills at various levels - all items dealing with reading as a content area
4. Staffing arrangements and attitudes adjustment - orientation of staff and how to recruit staff
5. Field based activities - Advisory Councils, Community action programs, etc.
6. Management and Organization of Right to Read programs
7. Assessment and Evaluation
8. Demonstration activities - practical experiences of other Right to Read persons and projects - largely small group sessions

In interpreting this information, it should be remembered that the analysis

Table 8: Content Analysis of Agenda of Two Right to Read Training Programs

	Group dynamics Communication Interpersonal Relations	Needs Assessment & Planning	Formal Training Reading Skills at various levels - [illegible]ds in R2R	Staffing and Attitudes Adjustment	Advisory Council Field based community activities	Management & Organization	Assessment & Evaluation	Demonstration Activities	
Phase I January 1974	11	15	20	1	15	9	5	15	Total N=91
%	12.1	16.5	22.0	1.1	16.5	9.9	5.5	16.5	
Phase II July 1974	6	4	18	0	6	5	3	10	Total N=52
%	11.5	7.7	34.6	0	11.5	9.6	5.8	19.2	

is based on the formal agendas of the two programs and on the responses to an evaluation instrument given by the staff at periodic intervals during the course of the two sessions. The Roosevelt Evaluation Team also conducted telephone interviews with about 9 (15%) of the current Right to Read directors, three "successful" ones, three "least successful" ones and three selected at random from each of the three areas. We asked 5 questions. The comments are summarized on pages There were no differences in the tone and content of the comments from "successful" vs "least successful" directors.

The major differences in the content of the two training sessions were:

1. Phase I devoted one whole week to Interpersonal Relationships and Communication in what seemed to be an awareness training format. The workshop was conducted by a group of outside consultants from a local university and did not involve state staff members. In Phase II the topic was covered in two half-day sessions by the state agency staff.
2. In Phase I, one week was devoted to sessions on Community Involvement and Adult Education, again largely conducted by outside consultants and other state agency personnel. In the Phase II session, the information on this aspect of the program was divided into several sessions during the four week period and was handled largely by state agency staff with a few consultants.
3. The Phase II session featured many more activities concerned with reading problem diagnosis and treatment at various grade and age levels.

The evaluation forms distributed to participants by the staff covered eight broad areas:

1. Relevance of information
2. Interest of participants
3. Opportunity for Interaction
4. General format
5. Leadership
6. Resource Material Provided
7. Overall quality
8. Comments

The response categories might be considered to be a 4 point scale, with 1 being low and 4 being high. Generally speaking, for both Phase I and II, the ratings were

uniformally high averaging between 3.5 and 4 on all items. The difficulty with the instrument was that it was not specific enough to provide feedback on the content categories of the training sessions. Consequently, we analyzed the comments on each of the instruments. It should be noted that not all participants made comments. A summary of these comments may be found on pages 16-20.

The telephone survey of 9 directors was an attempt to get a kind of reality check on the applicability of various aspects of the program. We asked that directors respond to the following questions:

1. In which way did the training program help prepare you to function as a local Right to Read director?
2. In which way, if any, was the program limited?
3. In future training programs what aspects would you like to see retained?
4. Which aspects would you like to see omitted?
5. Other comments.

The responses are shown on pages 21-22.

Additional work is required before a summative evaluation of the effectiveness of the training programs on field based activities can be assessed. However, it seems clear that most participants agree on the following:

1. The state Right to Read staff and others from the Office of Education were highly motivated, enthusiastic and effective trainers.
2. Too much material was presented in too little time without the opportunity to practice the skills and knowledge acquired in the actual setting.
3. Most directors indicated that they wanted more time to work on their plans during the sessions for when they went back to work there would be little time do so.
4. Directors indicated they wanted more "how to" activities which suggests that management and co-ordination skill sessions might be useful.

Phase II

RIGHT TO READ
TRAINING PROGRAM FOR LOCAL COORDINATORS

Right to Read Training Program 1st 2nd 3rd (4th) week

1. Please indicate the extent to which you feel that the session was addressed to an area of information pertinent to the development of a local Right to Read program

Great Need	18
Some Need	5
Little Need	
No Need	

2. Interest of the participants

Great Interest	21
Some Interest	4
Little Interest	
No Interest	

3. Oportunity for interaction discussion

Too long	3
About right	17
Too short	3

4. General format

Excellent	13
Good	8
Fair	4
Poor	

5. Leadership

Excellent	14
Good	9
Fair	2
Poor	1

6. Resource Material provided

Excellent	17
Good	7
Fair	
Poor	

7. Overall quality

Excellent	14
Good	9
Fair	2
Poor	

8. COMMENTS

Strengths

Weaknesses

Suggestions

Fourth Week Evaluation - Phase I + Basic II

Strengths -

- Linda, Mamie, Nancy, Sue, Al Smith - One fantastic job on your part.
- Tom Springer consulting on plan.
- Linda - consulting on plan.
- Time to share together Right to Read plans - the process of developing the plan.
- Nancy Huddleston and Mamie very pleasant and objective.
- Judy Overturf was excellent - good organized and relevant.
- Tom Wheat was very helpful in giving prospective concerning plans for Right to Read.
- Participants were very helpful in giving tangible evidence of workable plans.
- Mr. Clinton's philosophy very inspirational! He is a real humane person with practical ideas to offer solutions.
- Individual help given to write plans was excellent.
- Information concerning Title programs and money available to district. (2)
- Suggested forms for plan.
- Showing us that to get something done we need some definite things written down.
- The workshop overall has been a very enjoyable, worthwhile experience.
- People were absolutely the best part - such terrific consultants.
- Spirit everyone has shown the program.
- Wonderful.
- Individual interaction.
- Individual attention.
- Dr. Tom Wheat.
- Leadership outstanding.
- Flexible Schedule.
- Room conditions much better.
- Availability of experts in planning.
- Information very helpful, presented clearly and questions answered thoroughly and honestly on Thursday by the Office of the Superintendent of Public Instruction people concerning Title Program.
- Good ideas from Dr. Springer and Dr. Brown in individual conference and small groups.
- The entire four week program can be considered highly successful.

Fourth Week Evaluation (cont'd)

Weaknesses

- Too much pressure and tension on Monday.
- Group should have been better prepared for dates.
- Too many generalities and questions overted or negative insinuations by a couple of speakers.
- Too little time for the most important phase of the workshop.
- Some of the large group presentations were weak.
- Need concrete suggestions of ways to recruit adults for adult reading classes.
- Too much in too short of time.
- Perhaps some of actual planning could be worked in during 2nd, 3rd, week as well as the last.
- Perhaps we could have given more of ouselves to Dr. Wheat's classes had they been fitted into daily sessions. It was difficult after a long day to be "alert/bright" until late evening.
- Need a foundation, example, on which to build our individual plan.
- Need more time in which to formulate plan.

Suggestions -

- Would like the writing spread out over four weeks.
- Send out blank calendar to participants prior to arrival.
- Let's all get together soon! (We're devising a needs assessment and program plan for our social get togethers in the future).
- Would it be possible to have the planning session - and writing of the plan in the third week, instead of fourth week and have Al Smith's session the fourth week.
- Please expose participants to people who have tangible things to offer - but who remain open to ideas and questions.
- Questions can be handled in the spirit they are given - as a speaker of information - without "put down" or personal undermining. We need always to be open and receptive - when handling "buzzard questions."
- Begin lst objective during the second week of four week session.
- Begin work on actual writing of plans sooner. Allow participants to work at their own pace, in other words personalize your approach for the participants, the same as you expect them to go back and individualize learning.
- If possible have people who have successful adult community reading programs present or outlined to tell how they were able to recruit adult participants who needed reading help.
- An outline of possible ways to write up needs assessment plans might be given the week before for participants to look over so that some ideas might come to their minds concerning their own situations before the teaching sessions begin - perhaps they could more easily fit their communities into one of the suggested outlines.

Fourth Week Evaluation (cont'd)

- Cut the time spent on reading teaching-present successful Right to Read programs presently in operation. Have previous Right to Read participants talk about assessment plans and procedures after Tom Springer has presented formally these procedures. Start these much earlier so we can be thinking working, revising and compiling.
- Take group pictures at end of program.
- Copy Right to Read song and mail to participants.
- Know it's impossible but would like to spend another week together after we get the program rolling.
- Parking space at St. Nicholas would be helpful.
- I would like to see an agenda which would introduce steps in programming over a period of the first two weeks.
- No more 4 weeks in a row. (When participants are asked to come they should have a better idea of what is expected when they leave.)
- Present plan strategy earlier in the training session, then we'd have skeleton on which we could hang resources presented. We'd also have idea of type of questions we need to ask of resource consultants.
- Office of the Superintendent of Public Instruction people should talk about Title programs.
- It would be helpful to have one or two copies of plans from former Right to Read participants for each new participant to "rework" to use in their own community.

Summary of Comments from Phone Interviews with Nine Local Right to Read Directors Concerning their Training Program - "Successful" and "Least Successful"

1. In which way did the training program help prepare you to funciton as a local R2R director?

   It provided help in the following ways:

   Further developed my skills in working with people
   Writing time-line for activities, objectives
   Defining the problem areas we might meet, gave us a rationale for dealing with them, e.g., an antagonistic person
   Gave examples of community programs (e.g. preschool, volunteer grandmothers)
   How to set up advisory council
   How to get resources
   How to find people in community who needed help in reading, e.g. how to use the media, how to conduct screening
   Gave comprehensive reading skills background
   Positive aspect of having training program interrupted gave you a chance to go back and apply what you've learned
   How to train people as tutors
   How to survey community and school system--its needs and resources
   Gave chance to study intently
   Gave change to work with other people who had the same situation
   Enlightened one on availabe materials that could be used
   Made me aware of some of the things other directors were doing in their programs
   Gave one a boost to go ahead and try some of the things I learned with my own students
   Familiarized you with techniques for working with parent volunteers
   Gave different ways of organizing groups, e.g. older children work with younger ones
   Learning about testing

2. In which ways, if any, was the program limited?

   Few of the resource people were poorly selected--did not have ability to convey ideas about reading and literacy skills
   Need to know more about what's going on in the state about other good reading programs
   Trying to find the time to use what you've learned

   (3 indicated "none")

3. In future training programs what aspects would you like to see retained?

   Working on your program plan
   Examples of local community programs from people involved in them
   Small group interpersonal skills sessions
   How to work with specific groups, e.g. P.T.A., Literacy Volunteers of America
   How to survey community and school to find strong points so that you can work on weak points

Most of it -- not much excess in any of it
In general keep the program but involve more people from downstate area
Being together for long periods of time
Bringing in local community people
Taking us to local R2R sites
Small discussion groups
Retain all aspect -- need a comprehensive background in reading

4. Which aspects would you like to see omitted

Should not have too many day and night sessions

(8 indicated "none")

5. Other comments:

State agency staff was enthusiastic, planned well, worked hard
Should have less emphasis on interpersonal skills
Program was real great -- would like it on a district-wide basis
More people should have been given the opportunity to participate
Faculties were not the greatest when we moved from a motel to an older hotel
Emphasize how to acquire materials and how to use them
Very profitable growth experience

10/17/75

5. There is little in either program which shows directors how to go about evaluating their programs. This we feel should be built into the training activities.
6. Most directors interviewed indicated that periodic refresher, sharing and correction sessions would be useful. Feedback from the state agency was sought on a more systematic basis.

Again we stress the tentativeness of these findings and hope this proves useful to those involved in Phase III training episodes. If additional specific information is needed for program planning, please contact us.

APPENDIX B

Revised Timeline and Pert Charts

Activities for Proposal Objective A:

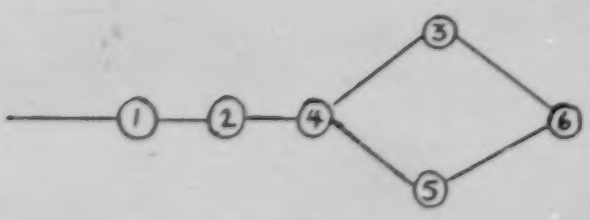
Activity	Completion Date	Documentation
1) Completed review of State Right to Read Plans from past three years.	September 25	Outline of taxonomies.
2) Completion of construction of initial set of taxonomies from R2R objectives and activities.	September 30	Initial taxonomies.
3) Completion of analysis based on first inspection of file data.	October 6	Data summary.
4) Completion of revised set of "areas of data collection."	October 20	Set of data collection "areas."
5) Completion of revised set of taxonomies for classification of data.	October 20	Set of taxonomies.
6) Completion of data collection and coding.	November 14	Data summary with codes.
7) Necessary additional collection of data or revisions of procedures.	December 23	Revisions.
8) Completion of data summary and interpretation.	January 8	Descriptive data.
9) Completed Narrative.	January 30	Written report.

PERT Chart of above activities

Activities for Proposal Objective B:

Activity	Completion Date	Documentation
1) Completion of analysis of local agency data.	November 14,1975	Data (computer print-out).
2) Completion of identification of elements for R2R Program.	October 30, 1975	Outline of possible elements of R2R Effort.
3) Completion of interpretation of local agency data.	December 30, 1975	Analysis.
4) Completed construction of Evalua instrument for assessing comple-tion of objectives and activities of local R2R Projects.	October 30, 1975	Instrument.
5) Completed assessment of R2R Projects with respect to the Criteria of Excellence. (data from self report draft)	December 30, 1975	Data Summary.
6) Completion of statistical re-port and narrative of current status of R2R efforts.	March 28, 1976	Narrative and Statisti-cal Report

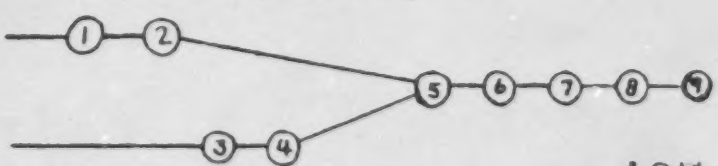
PERT chart of the above activities



Activities for Proposal Objective C:

Activity	Completion Date	Documentation
1) Computer programs applying Discrepancy Evaluation Model will have been located.	September 20	
2) Copies of programs obtained (above).	September 23	Hardware Assessment.
3) Current R2R efforts will have been explained by contracting agent.	September 27	Hardware Assessment.
4) Current methods of reporting reviewed and discussed.	September 28	Minutes of Conferences.
5) Decision made concerning computer program to be used, adapted, or written.	October 9	Letter to contracting agent.
6) Completion of development of data coding, storage, and updating system.	October 20	System.
7) Computer program written or adapted (preliminary version).	November 3	Preliminary program.
8) Entire system finalized and debugged.	November 19	Completed program.
9) Development completed of user's manual for computerized system.	December 5	Manual.

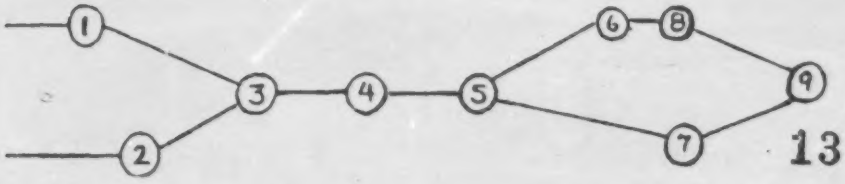
PERT Chart of above activities



Activities for Proposal Objective D:

Activities	Completion Date	Documentation
1) Completion of review of the state Right to Read Plan.	September 25, 1975	Taxonomy prepared.
2) Completion of review of previous implementation process.	September 30, 1975	Elements Coded For Taxonomy.
3) Completed analysis of data for Training Program.	October 13 , 1975	Data.
4) Completed analysis of data for Field Program.	October 20 , 1975	Data.
5) Completion of preliminary analysis of above data.	October 22 , 1975	Data.
6) Discrepancy analysis completed for Training Program in terms of objectives.	October 23, 1975	Report of analysis.
7) Completion of evaluation of current process of implementation of R2R Training program.	October 31,1975	Interim narrative report and recommentions
8) Completed development of Selection Model f0r R2R directors.	October 30,1975	Narrative of Model.
9) Completed set of recommendations for alternative avenues for reaching objectives.	March 30, 1976	Final report and Recommendations.

PERT Chart of above activities



APPENDIX C

The DEM Taxonomy

ELEMENT TAXONOMY FOR RIGHT TO READ

Element Code	Element Description
1.1.	Planning
1.1.1.	R2R Program Component
1.1.1.1.	Federal Level
1.1.1.1.1.	Liaison Activities
1.1.1.1.2.	Budgetary Matters
1.1.1.2.	State Level
1.1.1.2.1.	Liaison Activities
1.1.1.2.2.	Budgetary Matters
1.1.1.2.3.	Annual Planning Activity
1.1.1.3.	Local Level
1.1.1.3.1.	Liaison Activities
1.1.1.3.2.	Budgetary Matters
1.1.1.3.3.	Annual Planning Activity
1.1.1.3.3.1.	Develop plan for first year of advisory council activities.
1.1.1.3.3.2.	Select priority objectives and activities for advisory council's first year.
1.1.1.3.3.3.	Develop objectives to be accomplished in the local R2R Program (yearly goals).
1.1.1.3.3.4.	Identify constraints in accomplishing objectives of local R2R Program.
1.1.1.3.3.5.	Pinpoint alternative solutions to the accomplishment of each objective and select most appropriate solution based upon constraints.
1.1.1.3.3.6.	Develop an implementation plan for local R2R Program.
1.1.2.	Needs of Community
1.1.2.1.	Design training program based upon needs and assessment information.

Element Code	Element Description
1.1.2.1.1.	Develop goals and objectives.
1.1.2.1.2.	Design program activities and from agendas.
1.1.2.1.3.	Develop and collect necessary materials.
1.1.2.1.4.	Locate program site, develop the learning environment, and schedule sessions.
1.1.2.1.5.	Defining the community to be served.
1.1.2.1.6.	Suggestions and recommendations for revision of program plans.
1.1.2.1.7.	Compile list of organizations and/or population segments representative of the community to serve on advisory council.
1.1.2.2.	Design service programs based upon needs and resources assessment information.
1.1.2.2.1.	Develop goals and objectives
1.1.2.2.2.	Design program activities and agendas.
1.1.2.2.3.	Develop and collect necessary materials.
1.1.2.2.4.	Locate program activity site, develop the learning environment, and schedule sessions.
1.1.3.	Needs of Schools
1.1.4.	Systems of Assessment and Evaluation
1.1.4.1.	Formative - State of the Art Assessments
1.1.4.1.1.	Historical Overview
1.1.4.1.2.	Development of Instruments
1.1.4.1.2.1.	Self Report Instrument
1.1.4.1.2.2.	Pre-Test Instrument Formation
1.1.4.1.2.3.	Post Test Instrument Formation
1.1.4.1.3.	Goal Assessment
1.1.4.1.3.1.	Short Range
1.1.4.1.3.2.	Long Range
1.1.4.1.4.	(space)
1.1.4.1.5.	Training Program Periodic Assessment and Use.

Element Code	Element Description
1.1.4.2.	Development of Local Agency Evaluation Tools
1.1.4.2.1.	Survey Instruments
1.1.4.2.1.1.	Establish guidelines for kind of information to be obtained in assessment.
1.1.4.2.1.2.	Determine what person and/or groups will be surveyed.
1.1.4.2.1.3.	Determine the methods to be used in the assessment.
1.1.4.2.2.	Local Needs Assessment
1.1.4.2.2.1.	Phase I
1.1.4.2.2.2.	Phase II
1.1.4.2.2.3.	Phase III
1.1.4.2.3.	Local Resources Assessment
1.1.4.2.3.1.	Phase I
1.1.4.2.3.2.	Phase II
1.1.4.2.3.3.	Phase III
1.1.4.3.	Investigation of Certification Requirements
1.1.4.3.1.	Pre-Service Activities
1.1.4.3.2.	In-Service Activities
1.1.4.4.	Volunteer Tutor Programs
1.1.4.4.1.	Design for Evaluation
1.1.4.4.1.1.	Literature Review
1.1.4.4.1.2.	Design for Survey Instruments
1.2.	Formal Training
1.2.1.	Orientation Meetings
1.2.2.	Training Workshops
1.2.2.1.	Techniques of Teaching Reading - Volunteer needs
1.2.2.1.1.	Pre-Service
1.2.2.1.2.	In-Service
1.2.2.1.3.	Pre-Service and In-Service

Element Code	Element Description
1.2.2.2.	National, state, and local R2R efforts.
1.2.2.3.	Recent trends in reading and literacy: pre-school - adult.
1.2.2.4.	Communication skill techniques - staff needs.
1.2.2.4.1.	Group Process Training
1.2.2.4.2.	Media Services
1.2.2.5.	Ways to Assess Community Needs
1.2.2.6.	Strategies for planning community literacy programs.
1.2.2.7.	The community literacy program assessment process.
1.2.2.8.	Program Planning Techniques
1.2.2.9.	Development and Work with Advisory Councils
1.2.3.	Offering of Mini Workshops
1.2.3.1.	Volunteer Reading Programs
1.2.3.2.	Tutor Programs
1.2.3.3.	Cooperative Efforts
1.2.4.	Individualized Activities
1.3.	Staffing Arrangements
1.3.1.	State Level
1.3.1.1.	R2R Staff
1.3.1.1.1.	R2R Coordinator
1.3.1.1.2.	Superintendent
1.3.1.1.3.	Section Director
1.3.2.	Local Level
1.3.2.1.	Directors
1.3.2.2.	Advisory Council
1.3.2.3.	Task Forces
1.3.3.	Staffing Activities

Element Code	Element Description
1.3.3.1.	Contact person playing significant role in each organization and population segment, requesting names of possible advisory council representatives.
1.3.3.2.	Obtain a vita from each person nominated.
1.3.3.3.	Obtain approval of the initial nominations and final advisory council membership list from the governing body of the local education agency.
1.3.3.4.	Select staff or volunteer resources to be used for completing the assessment.
1.3.3.5.	Identify task force(s) for dissemination activities.
1.3.3.6.	Recruit and select needed personnel for conducting programs.
1.4.	Field Based Activities
1.4.1.	Consulting Activities
1.4.2.	Training Activities
1.4.2.1.	(space)
1.4.2.2.	(space)
1.4.2.3.	Conduct the Service Program (clients are community, people such as students: receivers of reading skills).
1.4.3.	Data Gathering Activities
1.4.3.1.	Field test instruments for validity.
1.4.3.2.	Conduct needs assessment survey and compile results.
1.4.3.3.	Conduct resources assessment and compile results.
1.4.4.	Adult Programs
1.4.4.1.	Adult education classes
1.4.4.2.	Adult tutoring
1.4.5.	Instructional Activities
1.4.5.1.	Tutoring
1.4.6.	Follow up on training workshops
1.4.7.	Implementation activities

Element Code	Element Description
1.4.7.1.	Annual R2R Plan
1.5.	Management and Coordination of R2R
1.5.1.	Directing Council Arrangements
1.5.1.1.	Advisory Council Matters
1.5.1.1.1.	Selection of Members
1.5.1.1.2.	Holding Meetings
1.5.1.1.2.1.	Plan and conduct the first meeting of the Advisory Council.
1.5.1.1.2.2.	Plan and conduct the second meeting of the Advisory Council.
1.5.1.1.2.3.	Plan and conduct subsequent Advisory Council activities.
1.5.1.1.3.	Establish task forces as needed.
1.5.2.	Coordinating All Intra- and Inter-Agency Cooperation
1.5.2.1.	Intra-Agency Cooperation
1.5.2.1.1.	Adult and Continuing Education
1.5.2.1.2.	Assessment and Evaluation Planning
1.5.2.1.3.	Research
1.5.2.1.3.1.	Identify available sources of funding or assistance.
1.5.2.1.4.	Community Relations
1.5.2.1.5.	Title I, ESEA
1.5.2.1.6.	Certification
1.5.2.1.7.	Data Services
1.5.2.1.8.	Publications/Graphics
1.5.2.1.9.	Placement of Participants
1.5.2.2.	Inter-Agency Cooperation
1.5.2.2.1.	Department of Corrections
1.5.2.2.2.	Department of Children and Family Services
1.5.2.2.3.	Other state agencies within Illinois
1.5.2.2.3.1.	School Approval Agencies

Element Code	Element Description
1.5.2.2.4.	Wisconsin Department of Public Instruction
1.5.2.2.5.	Other state education agencies.
1.5.2.2.6.	U.S. Office of Education
1.5.2.2.7.	Pre-School, Elementary, Secondary
1.5.3.	Responsiveness to Outside Agency Controls
1.5.3.1.	Consultation to Local Agencies
1.5.3.2.	Self Correction Activities
1.5.3.3.	Other
1.5.4.	Maintaining Adequate Support System Arrangements
1.5.4.1.	Continued Functioning of State R2R Advisory Council
1.5.4.2.	Coordinating Refunding Activities
1.5.4.3.	Develop Plan for Obtaining Funds
1.5.4.4.	Solicit State Legislation Support
1.5.4.5.	Mobilize Support of Outside Groups
1.5.4.6.	Obtaining internal and grass roots support and approval.
1.5.4.7.	Support from Superintendent of Instruction.
1.5.4.8.	Recognizing Contributions
1.5.4.9.	Design follow up activities
1.5.5.	Development of Selection Model (LEA Clients)
1.5.5.1.	Recruitment
1.5.5.2.	Selection of Participants
1.5.5.3.	Assessment of Applicants
1.5.5.3.1.	Volunteer Programs
1.5.5.4.	Other
1.5.6.	Dissemination and Demonstration
1.5.6.1.	Evaluative Instruments
1.5.6.2.	Recruitment and Replacement Materials
1.5.6.3.	Dissemination of program information concerning R2R

Element Code	Element Description
1.5.6.3.1.	Advisory Council Minutes
1.5.6.3.2.	Needs and resources information
1.5.6.3.3.	Media Services
1.5.6.4.	Announcements, Guidelines, Regulations for R2R
1.5.6.4.1.	Inform members of their Advisory Council appointment.
1.5.6.4.2.	Disseminate membership to mass media.
1.5.6.5.	Dissemination of information concerning Literacy Volunteers of America Tutor Program for Adults
1.5.6.6.	Dissemination to Other States, R2R Materials
1.5.6.7.	Conferences
1.5.6.8.	Other
1.5.7.	Development of Materials
1.5.7.1.	Training Materials - Group
1.5.7.2.	Individualized Training Materials
1.5.7.3.	Development of Manuals
1.5.7.4.	Development of Advisory Council related materials.
1.5.7.5.	Development of Criteria of Excellence
1.5.7.6.	Criteria for Evaluation
1.5.7.7.	R2R Local Agency Criteria for Proposal Writing
1.5.7.8.	Development of Model for Pre-Service and In-Service Training for Tutors.
1.5.7.8.1.	Development of Objectives
1.5.7.8.2.	Strategy
1.5.7.8.3.	Agenda
1.5.7.8.4.	Model for Tutor Training
1.5.7.8.5.	Documentation
1.5.7.8.6.	Announcements
1.5.7.8.7.	Visitation Reports
1.5.8.	Written Reports Disseminated

Element Code	Element Description
1.5.8.1.	Reading and Writing Objectives
1.5.8.2.	Develop Literacy Learning Activities
1.5.8.3.	News Releases and Publicity
1.5.8.4.	Develop Proposals
1.5.8.4.1.	Obtaining funding guidelines and regulations.
1.5.8.4.2.	Assess appropriateness of available grants.
1.5.8.4.3.	Select participants to develop proposal.
1.5.8.4.4.	Prepare Proposal
1.5.8.4.5.	Submit Proposal
1.5.8.5.	Projected Growth Plans (Construction of)
1.5.8.6.	Plans of Individual Accomplishments
1.5.8.7.	Needs and Resources Assessment Results
1.5.9.	Monitoring Local Programs
1.5.9.1.	Visitations and Reports
1.6	Product Evaluation and Assessment
1.6.1.	Instrument Development
1.6.1.1.	Participants Needs and Resources Assessment
1.6.1.2.	Self Evaluation Form: Criteria of Excellence
1.6.2.	Formative Products
1.6.2.1.	State of the Art Papers
1.6.2.1.1.	Monitor progress of program participants.
1.6.2.3.	Completed Dissemination
1.6.2.4.	Monthly Reports of Progress
1.6.2.5.	Project Director's Annual Reports
1.6.2.5.1.	Evaluation of accomplishments and objectives.
1.6.2.6.	Needs and Resources Results and Program Plan.
1.6.2.6.1.	Write report of the inventory of literacy needs.
1.6.2.6.2.	Write report of the inventory of literacy resources.

Element Code	Element Description
1.6.2.6.3.	Write an interpretive summary describing needs and resources of the community and offering recommendations for future activities.
1.6.2.6.4.	From interpretive summary, identify duplication of effort and gaps in service presently being provided.
1.6.2.7.	Advisory Council Task Force Reports and Activities
1.6.2.8.	Reports for National and State R2R Office
1.6.2.9.	Design and Conduct Evaluation of Workshop Training
1.6.3.	Summative Products
1.6.3.1.	Final Reports
1.6.3.1.1.	Effectiveness of Programs
1.6.3.2.	Final Recommendations
1.6.3.3.	External Evaluations
1.6.3.4.	Other

2. INDIVIDUAL TAXONOMY

Individual Code	Individual Description
2.1.	Federal R2R Agents
2.2	State R2R Agents (and contractors)
2.2.1.	Administrators
2.2.2.	Education Specialists
2.2.2.1.	Media Specialists
2.2.3.	Trainers (including contractors)
2.2.4.	Evaluators (inculding contractors)
2.2.5.	Advisory Council
2.2.5.1.	Task Force Members
2.2.6.	State Agency Resource Personnel
2.2.7.	Other
2.3.	Local Project Agents
2.3.1.	Professional Staff
2.3.1.1.	Administrators
2.3.1.2.	Directors
2.3.1.3.	Teachers
2.3.1.4.	Community
2.3.1.5.	Other
2.3.2.	Paraprofessional Staff
2.3.2.1.	Paid Staff
2.3.2.2.	Volunteers
2.3.2.2.1.	Tutors
2.3.2.2.2.	Peer Tutors
2.3.3.	Advisory Council Members
2.3.3.1.	Task Force Members

Individual Code	Individual Description
2.4.	Other

3. INSTITUTIONAL TAXONOMY

Code	Description
3.1.	Federal Agency
3.2.	State Agency
3.2.1.	Administrative (Director R2R, Budget, Coordination)
3.2.2.	Education Specialist Staff
3.2.2.1.	Training
3.2.2.2.	Public Relations
3.2.2.3.	Evaluation
3.2.2.4.	Program Design
3.2.2.5.	Field Consultation
3.2.2.6.	Materials Development
3.2.3.	Advisory Council
3.2.3.1.	Task Force
3.2.4.	Other
3.3.	Local Education Agency
3.3.1.	Board of Education Policy-Making Unit
3.3.2.	School District Administration
3.3.3.	Local School
3.3.3.1.	Pre-School
3.3.3.2.	Elementary
3.3.3.3.	Jr. High
3.3.3.4.	Secondary
3.3.3.5.	Other Special Client Groups
3.3.4.	College or University Department
3.3.5.	Junior or Community College
3.3.6.	Community Center

Code	Description
3.3.7.	Public Library
3.3.8.	Industry
3.3.9.	Advisory Council
3.3.9.1.	Task Force
3.3.10.	Mass Media
3.3.11.	(space)
3.3.12.	Adult development agencies
3.3.13.	Correctional Institutions
3.3.14.	Other
3.4.	Universities
3.4.1.	Contracted Services
3.4.1.1.	Training
3.4.1.2.	Public Relations
3.4.1.3.	Evaluation
3.4.1.4.	Selection
3.4.1.5.	Program Design
3.4.1.6.	Field Consultant
3.4.1.7.	Materials Development
3.4.1.8.	Advisory Council
3.4.2.	Contributory Services

4. CHANGE VARIABLE TAXONOMY - INDIVIDUALS

Code	Description
4.1.	Knowledge
4.1.1.	History
4.1.2.	Concepts
4.1.3.	Beliefs about learning
4.1.4.	Problems
4.1.5.	Research Findings
4.1.6.	Current Practice
4.1.7.	Of RFP
4.2.	Skills
4.2.1.	Professional skills
4.2.2.	Team participation skills
4.2.3.	Administrative skills
4.2.4.	Problem solving skills
4.2.5.	Research skills and evaluation
4.2.6.	Analytical skills
4.2.7.	Dissemination and demonstration skills
4.2.8.	Teaching skills
4.2.9.	Counseling skills
4.3.	Attitudes
4.3.1.	toward local project staff
4.3.2.	toward administration
4.3.3.	Public school teachers
4.3.4.	Education Specialist
4.3.5.	Members of community
4.3.6.	Minority groups

Code	Description
4.3.7.	Special client groups
4.3.8.	Local education agency personnel
4.3.9.	toward students
4.3.10.	toward other educators
4.4	Relations
4.4.1.	with local project staff
4.4.2.	with administrators
4.4.3.	with Education Specialist
4.4.4.	with members of community
4.4.5.	with minority groups
4.4.6.	with other states
4.4.7.	with special client groups
4.4.8.	with public school teacher
4.4.9.	with educators
4.4.10.	with local education agency personnel
4.4.11.	with students
4.4.12.	with public school teachers
4.4.13.	with other educational agencies (other)

5. CHANGE VARIABLE TAXONOMY - INSTITUTIONS

Code	Description
5.1.	Purpose
5.1.1.	to facilitate training of educational personnel
5.1.2.	participation in a consortium or other cooperative arrangement
5.1.3.	development of instructional programs
5.1.4.	revision of existing instructional programs
5.1.5.	to facilitate institutional conditions conducive to the effectiveness of educational programs
5.1.5.1.	change delivery of reading skills
5.1.5.2.	change administrative support
5.1.6.	participation in policy making activity (parity)
5.1.7.	development of community services and resources
5.1.8.	dissemination of information
5.2.	Internal Maintenance
5.2.1.	strengthen staffing arrangements
5.2.2.	development of staff selection model
5.2.3.	improve policy making procedures
5.2.4.	improve internal communication
5.2.5.	improve staff training
5.2.6.	increase member rapport and commitments (morale)
5.2.7.	development of programs with other R2R projects.

APPENDIX D

Operational Definitions of Planning, Formal Training, Staffing Arrangements, Field Based Activities, Management and Coordination, and Evaluation

Operational Definitions of Planning, Formal Training, Staffing Arrangements, Field Based Activities, Management and Coordination, and Evaluation

Planning

Webster (1968) defines planning as "devising a scheme or program for making, doing, or arranging something, to construct a method of proceeding." In the case of R2R Projects, individuals engaged in planning would participate in the following types of activities:

compiling lists of population segments representative of community,
selecting priority first year objectives for the Advisory Council,
developing plans for Advisory Council activities,
planning the yearlong R2R program,
planning needs and resources assessments,
tapping media resources,
planning staff development and in-service training,
planning evaluation activities.

Formal Training

Formal training is broadly defined to include attendance by directors and other project staff at mini-workshops given by the State R2R Staff and formal coursework offered by institutions of higher education. It is not necessary that official credit be offered or obtained. In addition, formal training can include training offered clients of R2R local programs. This can involve staff development workshops, learning activities for parents, training in reading skills, training of volunteers. Individuals should be included in this category if they receive formal training and/or if they offer it.

Staffing Arrangements

Individuals involved in staffing are those who have the task of placing persons in various positions or those who have tasks which bear upon that placement. These activities include:

requesting of nominations for various positions,
obtaining vitas and other recruitment information,
electing officers,
assigning staff responsibilities,
choosing resource people to help in training,
identifying task forces.

Field Based Activities

These involve activities at the local level (in the field) not necessarily covered under other major activity categories. A wide variety of activity is covered:

field testing of instruments,
conducting needs and resources assessments of all types,
implementing plans and programs,
suggesting methods of broadening services,
conducting surveys,
conducting informal training.

Management and Coordination

Activities under this category are also varied. They involve supervising, controlling, and organizing action. Activities which establish links and bring together related functions are included. Examples are:

dissemination of information,
conducting of meetings,
scheduling of activities,
publicizing project activities,
coordinating literacy efforts,
answering requests from community,
submitting proposals and obtaining support,
recognizing contributions.

Evaluation

For R2R projects, evaluation activities are best explained simply by examples. They include the following:

reports of progress, of inventories, and of statistics,
designing of survey instruments,
writing interpretive summaries,
assessing of accomplishment of objectives,
assessing effectiveness of programs.

A P P E N D I X E

The Right to Read Monitoring Instrument

and User's Manual

Project Director _____

Project Code _____ Objective 01 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A Right to Read Advisory Council and any needed Task Forces will be established, and these bodies will be coordinating all local literacy efforts. Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
1.1.1	A. Define "community" to be served by the local Right to Read effort (classroom, school, entire town or city).	3	2	1
1.1.2.	B. Compile a list of organizations and/or population segments representative of the community to serve on the Council.	3	2	1
1.3.1.	C. Contact an officer or other influential person in all of the organizations and populations segments, requesting nominations.	3	2	1
1.3.2.	D. Obtain a vita from each person nominated for the Council.	3	2	1
1.5.1.	E. Obtain approval of the initial nominations and final Advisory Council membership list from the governing body of the local education agency.	3	2	1
1.5.2.	F. Inform all members of their appointment to the Council and the time and place of the first meeting.	3	2	1
1.5.3	G. Disseminate the membership list to the mass media.	3	2	1
1.5.4.	H. Plan and conduct the first meeting of the Advisory Council.	3	2	1

Project Director _____

Project Code _____ Objective 01 (cont'd.) Objective Start Number | 1 | 2 | 3 | 4 | 5 |

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Activity Code	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
1.5.5	I. Disseminate the minutes of the first meeting to the governing body and the public.	3	2	1
1.5.6	J. Plan and conduct the second meeting of the Advisory Council.	3	2	1
1.3.3.	K. Elect Advisory Council officer(s).	3	2	1
1.1.3.	L. Select priority objectives and activities for the first year the Council is in existence.	3	2	1
1.3.4	M. Organize Task Forces to help complete the objectives.	3	2	1
1.1.4.	N. Develop a plan outlining the Advisory Council activities during the second year.	3	2	1
1.5.7.	O. Plan and conduct subsequent Advisory Council and Task Force meetings.	3	2	1
1.6.1.	P. Report progress regularly to the Illinois Office of Education, the governing board and the general population served by the Advisory Council.	3	2	1

Project Director _____

Project Code _____ Objective 02 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

An assessment of existing literacy needs and resources will be completed.
Estimated Completion Date _____

Activity	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
2.1.1.	A. Define the "community" to be served.	3	2	1
2.3.1	B. Assign responsibilities for those involved in completing assessment.	3	2	1
2.1.2.	C. Establish guidelines for the kinds of information to be obtained in the assessment.	3	2	1
2.1.3.	D. Specify the segment(s) of the population to be assessed.	3	2	1
2.1.4.	E. Select the method(s) to be used in the assessment.	3	2	1
2.6.1.	F. Design the necessary survey instrument(s).	3	2	1
2.4.1.	G. Field test the survey items for validity.	3	2	1
2.5.1.	H. Announce the assessment effort to those who will be involved in it.	3	2	1
2.4.2.	I. Conduct the needs assessment survey and compile results.	3	2	1
2.4.3.	J. Conduct the resources assessment survey and compile results.	3	2	1
2.6.2.	K. Write a report of the inventory of literacy needs.	3	2	1

Project Director _____

Project Code _____ Objective 02 (cont'd.) Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Circle One

Activity	Statement of Activity followed by date of expected completion	Activity Completed	Activity In Progress	Activity Not Started
2.6.3.	L. Write a report of the inventory of literacy resources.	3	2	1
2.6.4.	M. Write an interpretive summary describing the needs and resources of the community.	3	2	1
2.5.2.	N. Disseminate the interpretive summary to the community.	3	2	1

Project Director _____

Project Code _____ Objective 03 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A long range local Right to Read program plan will be developed and implemented upon the results of the assessment. Estimated Completion Date _____

Activity	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
3.6.1.	A. From interpretive summary, identify duplication of effort and gaps in service presently being provided.	3	2	1
3.1.1.	B. Develop objectives to be accomplished in the local Right to Read program.	3	2	1
3.1.2.	C. Identify constraints in accomplishing the objectives.	3	2	1
3.1.3.	D. Pinpoint alternative solutions to the accomplishment of each objective and select most appropriate solution based upon constraints.	3	2	1
3.1.4	E. Develop an Implementation Plan for the local Right to Read program.	3	2	1
3.4.1.	F. Implement the Plan.	3	2	1
3.6.2.	G. Evaluate how well the objectives were accomplished.	3	2	1
3.1.5.	H. Modify the Plan.	3	2	1

Project Director _____

Project Code _____ Objective 04 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A publicity network for providing information on Right to Read activities will be established and functioning. Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
4.3.1.	A. Identify a Task Force for information dissemination.	3	2	1
4.4.1.	B. Identify possible vehicles for publicity in your community, such as, radio, TV, newspapers, newsletters, Speakers Bureau, civic organizations, etc.	3	2	1
4.1.1.	C. Determine type of information to be disseminated.	3	2	1
4.1.2.	D. Prepare spot announcements, slide/tape presentation,etc.	3	2	1
4.5.1.	E. Schedule frequent dissemination activities (concise news releases) and presentations.	3	2	1
4.5.2.	F. Act as a promotion agent for all Right to Read activities: seek out new and creative ways to promote Right to Read.	3	2	1

Project Director _____

Project Code _____ Objective 05 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Available community resources will be tapped to support the local Right to Read Effort.

Estimated Completion Date _____

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Activity Code	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
5.4.1.	A. Take an inventory of existing human, material and financial resources that could contribute to a literacy effort.	3	2	1
5.5.1.	B. Publicise the many ways the local Right to Read programs could be improved or expanded through the creative use of community resources: Suggestion: Give presentations at meetings of service and civic organizations describing Right to Read.	3	2	1
5.5.2.	C. Speak individually with decision-makers in business and industry to discuss their possible contribution(s) to the literacy effort. Persuade people from a variety of population segments.	3	2	1
5.1.1.	D. Plan literacy activities sponsored in part or entirely by business and industry.	3	2	1
5.5.3.	E. Facilitate the planned activities (i.e. released time for employees to receive instruction in literacy skills, reading tutoring conducted on the business site, production of materials to help employees learn skills needed on the job).	3	2	1
5.4.2.	F. Suggest ways the public library could broaden its services to help meet literacy needs in the community.	3	2	1
5.5.4.	G. Coordinate existing and newly formed literacy efforts sponsored by people, organizations or agencies in the community through the local Right to Read Advisory Council or a Task Force of the Council.	3	2	1
5.5.5.	H. Disseminate information about the contributions various community members are making to the local Right to Read effort.	3	2	1

Project Director _____

Project Code _____ Objective 06 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

The day-to-day organizational responsibilities of coordinating a local Right to Read effort will have been completed. Estimated Completion Date _____

Note: The activities listed below are ongoing. A check in the "activity completed" column indicates that activity has occurred at least once. It is understood that these activities will continue to be "completed" throughout the year.

Circle One

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed	Activity In Progress	Activity Not Started
6.5.1.	A. Respond to individual requests from people in the community for assistance in literacy-related matters.	3	2	1
6.6.1.	B. Monitor the progress of all Right to Read efforts (special programs, Advisory Council and Task Force activities, information dissemination).	3	2	1
6.6.2.	C. Keep records of statistical data and other information.	3	2	1
6.6.3.	D. Report progress of local efforts to the Illinois Office of Education.	3	2	1
6.6.4.	E. Document activities and accomplishments thoroughly for Illinois Office of Education files.	3	2	1
6.6.5.	F. Report occasionally to administrators regarding Right to Read program development.	3	2	1
6.2.1.	G. Attend follow-up inservice sessions for local Right to Read directors sponsored by the Illinois Office of Education.	3	2	1

Project Director _____

Project Code _____ Objective 07 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A staff development (inservice) program in literacy for faculty members will be planned and implemented. Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed (Circle One)	Activity In Progress	Activity Not Started
7.5.1.	A. Approach district administrators with proposal for conducting inservice sessions in an effort to seek support, suggestions and approval for such an activity.	3	2	1
7.4.1.	B. Prepare and conduct survey to define perceived needs of teachers	3	2	1
7.1.1.	C. Establish goals and objectives based on identified needs.	3	2	1
7.4.2.	D. Identify resources available to be used in the program. (This includes expertise and materials within the district, as well as without).	3	2	1
7.1.2.	E. Select activities to achieve objectives.	3	2	1
7.1.3.	F. Prepare agendas, develop environment, and schedule sessions.	3	2	1
7.5.2.	G. Announce program.	3	2	1
7.1.4.	H. Collect materials, supplies, audio visual equipment needed including extra bulbs, extension cords, adapters, etc.	3	2	1
7.6.1.	I. Prepare evaluation instrument for effectiveness of workshop.	3	2	1
7.2.1.	J. Conduct workshop.	3	2	1
7.6.2.	K. Evaluate results.	3	2	1
7.5.3.	L. Outline follow up activities.	3	2	1

Project Director _____

Project Code _____ Objective 08 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A parental education program for people with preschoolers or children in school will be held.

Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
8.4.1.	A. Survey all existing educational efforts to uncover types and frequency of existing parental education programs.	3	2	1
8.4.2.	B. Measure parents' interest in finding out how they can reinforce reading and literacy in the home.	3	2	1
8.1.1.	C. Plan a series of activities for the parents and include the format to be used (newsletters, PTA meetings, radio, etc.)	3	2	1
8.1.2.	D. Select the location(s) where a parental education program will be developed.	3	2	1
8.5.1.	E. Disseminate information about the services available to parents.	3	2	1
8.4.3.	F. Conduct the parental education activities.	3	2	1
8.6.1.	G. Evaluate the effectiveness of the parental education program.	3	2	1
8.1.3.	H. Make plans to expand, continue or abolish the program in the future.	3	2	1

Project Director _____

Project Code _____ Objective 09 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

An adult reading program for teaching basic reading skills will be functioning.
Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed (Circle One)	Activity In Progress (Circle One)	Activity Not Started (Circle One)
9.4.1.	A. Identify adult education programs currently operating in the community (such as Adult Basic Education Classes, Community Colleges, Laubach Tutor Programs, Literacy Volunteers of America, tutor programs, etc.) and other resources available such as locations, materials, expertise.	3	2	1
9.5.1.	B. Coordinate efforts of existing programs.	3	2	1
9.6.1.	C. Identify, if possible, any gaps in service provided.	3	2	1
9.6.2.	D. If a program is needed, determine type of adult basic reading program suitable for your community: 1) Supplemental to an established program. 2) A volunteer tutor program. 3) A formal A.B.E. program. (funded)	3	2	1
9.4.2.	E. Implement the selected program.	3	2	1

Project Director _____

Project Code _____ Objective 10 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Preschool programs with readiness activities that are coordinated with the kindergarten program in the local district will be organized. Estimated Completion Date _____

Activity Code	Statement of Activity followed by expected date of completion	Activity Completed (Circle One)	Activity In Progress (Circle One)	Activity Not Started (Circle One)
10.4.1.	A. Survey the learning activites offered students and parents in currently operating preschool programs.	3	2	1
10.4.2.	B. Report an inventory of all resources that might be used to improve existing preschool programs or establish new ones.	3	2	1
10.4.3.	C. Determine if there are preschoolers for whom a program is needed or desirable but not available.	3	2	1
10.5.1.	D. Find out if teachers in currently operating preschool programs would be interested in attending inservice sessions on readiness and literacy.	3	2	1
10.5.2.	E. Develop a communication link between each preschool program and the kindergarten classes where their students enroll.	3	2	1
10.6.1.	F. Report the services that the school district or other educational program could play in 1) offering readiness activities for preschoolers before they reach kindergarten; 2) offering a screening program for preschoolers to measure their level of development; 3) conducting parental education programs on how they can teach pre-reading skills at home.	3	2	1
10.4.4.	G. Select services that could be provided by one or more local education agencies.	3	2	1
10.5.3.	H. Disseminate information about new services or programs.	3	2	1
10.1.1.	I. Plan programs to provide these services.	3	2	1
10.4.5.	J. Conduct the programs.	3	2	1
10.6.2.	K. Report the accomplishment of Program objectives.	3	2	1
10.1.2.	L. Suggest further modifications.	3	2	1

Project Director _____

Project Code _____ Objective 11 - Pre-School Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A program for training volunteers will be established. Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed (Circle One)	Activity In Progress	Activity Not Started
11.5.1.	A. Seek and obtain Advisory Council and administrative support and recommendations for establishment of volunteer program.	3	2	1
11.3.1.	B. Select a coordinator for the program.	3	2	1
11.4.1.	C. Survey concerned personnel to determine if they would be interested in working with volunteers and what services are needed.	3	2	1
11.1.1.	D. Select the location(s) for the pilot volunteer project(s) (NOTE: The volunteer program could be incorporated into an existing educational program or established as a separate, independent effort such as the Laubach and Literacy Volunteers of America adult tutoring programs)	3	2	1
11.5.2.	E. Disseminate information about the volunteer program to community members who might be interested in participating.	3	2	1
11.5.3.	F. Outline an application procedure.	3	2	1
11.5.4.	G. Screen all applicants.	3	2	1
11.5.5.	H. Select those best suited to provide the volunteer services needed.	3	2	1
11.1.2.	I. Plan a training program for the volunteers.	3	2	1
11.1.3.	J. Select the site and dates for the training sessions.	3	2	1
11.3.2.	K. Chooose resource people to help conduct the training.	3	2	1

Project Director _____

Project Code _____ Objective 11 (cont'd.) Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Circle One

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed	Activity In Progress	Activity Not Started
11.1.4.	L. Purchase or develop materials to be used in the training sessions.	3	2	1
11.2.1.	M. Conduct the training for the volunteers.	3	2	1
11.1.5.	N. Plan an inservice training session for staff who will be working with the volunteers.	3	2	1
11.2.2.	O. Conduct the inservice program for staff.	3	2	1
11.5.6.	P. Schedule when, where and with whom the volunteers will be working.	3	2	1
11.5.7.	Q. Develop and disseminate checklists to monitor progress made by the volunteers.	3	2	1
11.6.1.	R. Evaluate the effectiveness of the volunteer effort.	3	2	1
11.5.8.	S. Recognize the contribution made by the volunteers.	3	2	1
11.5.9.	T. Disseminate evaluation to community about volunteer effort.	3	2	1
11.1.6.	U. Modify the strategy for future volunteer programs if necessary	3	2	1

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Project Director _____

Project Code _____ Objective 12 - In-School (K-12) Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A program for training volunteers will be established. Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
12.5.1.	A. Seek and obtain Advisory Council and administrative support and recommendations for establishment of volunteer program.	3	2	1
12.3.1	B. Select a coordinator for the program.	3	2	1
12.4.1.	C. Survey concerned personnel to determine if they would be interested in working with volunteers and what services are needed.	3	2	1
12.1.1.	D. Select the location(s) for the pilot volunteer project(s) (NOTE: The volunteer program could be incorporated into an existing educational program or established as a separate, independent effort such as the Laubach and Literacy Volunteers of America adult tutoring programs)	3	2	1
12.5.2.	E. Disseminate information about the volunteer program to community members who might be interested in participating.	3	2	1
12.5.3.	F. Outline an application procedure.	3	2	1
12.5.4.	G. Screen all applicants.	3	2	1
12.5.5.	H. Select those best suited to provide the volunteer services needed.	3	2	1
12.1.2.	I. Plan a training program for the volunteers.	3	2	1
12.1.3.	J. Select the site and dates for the training sessions.	3	2	1
12.3.2.	K. Choose resource people to help conduct the training.	3	2	1

Project Director_____

Project Code _____ Objective 12 (cont'd.) Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Circle One

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed	Activity In Progress	Activity Not Started
12.1.4.	L. Purchase or develop materials to be used in the training sessions.	3	2	1
12.2.1.	M. Conduct the training for the volunteers.	3	2	1
12.1.5.	N. Plan an inservice training session for staff who will be working with the volunteers.	3	2	1
12.2.2.	O. Conduct the inservice program for staff.	3	2	1
12.5.6.	P. Schedule when, where and with whom the volunteers will be working.	3	2	1
12.5.7.	Q. Develop and disseminate checklists to monitor progress made by the volunteers.	3	2	1
12.6.1.	R. Evaluate the effectiveness of the volunteer effort.	3	2	1
12.5.9.	S. Recognize the contribution made by the volunteers.	3	2	1
12.1.6.	T. Disseminate evaluation to community about volunteer effort.	3	2	1
12.1.6.	U. Modify the strategy for future volunteer programs if necessary.	3	2	1

Project Director _____

Project Code _____ Objective 13 - Adult Objective Start Number | 1 | 2 | 3 | 4 | 5 |

A program for training volunteers will be established. Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed (Circle One)	Activity In Progress	Activity Not Started
13.5.1.	A. Seek and obtain Advisory Council and administrative support and recommendations for establishment of volunteer program.	3	2	1
13.3.1.	B. Select a coordinator for the program.	3	2	1
13.4.1.	C. Survey concerned personnel to determine if they would be interested in working with volunteers and what services are needed.	3	2	1
13.1.1.	D. Select the location(s) for the pilot volunteer project(s) (NOTE: The volunteer program could be incorporated into an existing educational program or established as a separate, independent effort such as the Laubach and Literacy Volunteers of America adult tutoring programs)	3	2	1
13.5.2.	E. Disseminate information about the volunteer program to community members who might be interested in participating.	3	2	1
13.5.3.	F. Outline an application procedure.	3	2	1
13.5.4.	G. Screen all applicants.	3	2	1
13.5.5.	H. Select those best suited to provide the volunteer services needed.	3	2	1
13.1.2.	I. Plan a training program for the volunteers.	3	2	1
13.1.3.	J. Select the site and dates for the training sessions.	3	2	1
13.3.2.	K. Choose resource people to help conduct the training.	3	2	1

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Project Code _____ Objective 13 (cont'd.) Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Circle One

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed	Activity In Progress	Activity Not Started
13.1.4.	L. Purchase or develop materials to be used in the training sessions.	3	2	1
13.2.1.	M. Conduct the training for the volunteers.	3	2	1
13.1.5.	N. Plan an inservice training session for staff who will be working with the volunteers.	3	2	1
13.2.2.	O. Conduct the inservice program for staff.	3	2	1
13.5.6.	P. Schedule when, where and with whom the volunteers will be working.	3	2	1
13.5.7.	Q. Develop and disseminate checklists to monitor progress made by the volunteers.	3	2	1
13.6.1.	R. Evaluate the effectiveness of the volunteer effort.	3	2	1
13.5.8.	S. Recognize the contribution made by the volunteers.	3	2	1
13.5.9.	T. Disseminate evaluation to community about volunteer effort.	3	2	1
13.1.6.	U. Modify the strategy for future volunteer programs if necessary.	3	2	1

Project Director _____

Project Code _____ Objective 14 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Proposal(s) to obtain local, state or federal resources to implement Right to Read activities in the community will be written. Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed (Circle One)	Activity In Progress	Activity Not Started
14.6.1.	A. Enumerate the kinds of literacy programs that should be established in your community if resources were available.	3	2	1
14.5.1.	B. Find out what kinds of financial and/or technical assistance can be obtained from sources at the federal, state and local level.	3	2	1
14.5.2.	C. Obtain funding guidelines, evaluative criteria and regulations for grant programs.	3	2	1
14.5.3.	D. Determine whether or not proposal guidelines are complementary to the kinds of programs that are needed.	3	2	1
14.5.4.	E. If so, select a representative group of people to help write the proposal.	3	2	1
14.5.5.	F. Work closely with administrators, soliciting their continuous feedback and offering suggestions about dimensions of the proposal.	3	2	1
14.5.6.	G. Prepare the final proposal.	3	2	1
14.5.7.	H. Obtain backing for the proposal wherever possible.	3	2	1
14.5.8.	I. Submit the proposal.	3	2	1
14.1.1.	J. If funds or other resources are awarded, begin more extensive program planning and implementation activities.	3	2	1
14.5.9.	K. Publicize the fact that special resources were allocated to the local Right to Read effort.	3	2	1

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Project Code _____ Objective 15 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

Special reading and literacy activities in the local Right to Read director's own classroom will be completed.

Activity Code	Statement of Activity followed by date of expected completion	Circle One: Activity Completed	Activity In Progress	Activity Not Started
15.4.1.	A. Do a thorough assessment of each student's achievement of reading and communication skills.	3	2	1
15.4.2.	B. Become familiar with all of the school and community resources that could help expand literacy opportunities in the classroom.	3	2	1
15.1.1.	C. Plan an individualized program that meets the needs of each student through the creative use of existing resources. You might:	3	2	1
	1. Use senior citizens or other volunteers from the community to do tutoring.			
	2. Organize a peer tutoring program.			
	3. Arrange story hours, special research or recreational reading projects, materials production activities in cooperation with the school media center.			
	4. Plan field trips to the public library, newspaper office, radio and TV stations and other communication centers.			
15.2.1.	D. Work with other teachers on interdisciplinary projects, reading in the content areas, etc.	3	2	1
15.1.2.	E. Schedule special learning activities for the parents of the students in your classroom to underscore how they can reinforce reading in the home. These activities could be:	3	2	1
	1. One-to-one conferences with parents to discuss their child's progress.			
	2. After-school or evening small-group sessions to share ideas on how parents can help their child learn to read.			
	3. Pot luck dinners followed by a program that focuses on reading and literacy.			
15.5.1.	F. Share your ideas with other faculty members.	3	2	1

Project Director _____

Project Code _____ Objective 16 Objective Start Number | 1 | 2 | 3 | 4 | 5 |

The media program in Right to Read schools will function as an integral part of the literacy effort.

Estimated Completion Date _____

Activity Code	Statement of Activity followed by date of expected completion	Activity Completed (Circle One)	Activity In Progress	Activity Not Started
16.4.1.	A. Take an inventory of the services presently being provided by the library or media center in Right to Read schools.	3	2	1
16.5.1.	B. Disseminate information to all faculty and students about existing services.	3	2	1
16.4.2.	C. Survey faculty and student informational needs to determine if media services should be expanded.	3	2	1
16.1.1.	D. Develop strategies for offering additional media services (NOTE: Activites might be keeping the media center open after school and on weekends, producing instructional materials upon request, expanding the materials collection in one subject area or another or conducting story hours).	3	2	1
16.4.3.	E. Implement the new plan of activities.	3	2	1
16.6.1.	F. Evaluate the effectiveness of school media.	3	2	1
16.1.2.	G. Modify, expand or continue services to the media program.	3	2	1

Name of Project Director _____ Project Location _____ Date _____

Project Code _____

Institutions

	Code	No. of Individ. in Institution Participating in R2R	Planning	Formal Training	Staffing Assignment	Field Based Activities	Management & Organ.	Assessment & Evaluation
Board of Education	1A		1/	2/	3/	4/	5/	6/
School Dist. Admin.	2B		1/	2/	3/	4/	5/	6/
Pre-School (students)	3C		1/	2/	3/	4/	5/	6/
Elementary (students)	4D		1/	2/	3/	4/	5/	6/
Jr. High (students)	5E		1/	2/	3/	4/	5/	6/
Secondary (students)	6F		1/	2/	3/	4/	5/	6/
Special Client Groups	7G		1/	2/	3/	4/	5/	6/
Coll. or Univ. Dept.	8H		1/	2/	3/	4/	5/	6/
Jr. or Comm. College	9I		1/	2/	3/	4/	5/	6/
Community Center	1J		1/	2/	3/	4/	5/	6/
Churches	2K		1/	2/	3/	4/	5/	6/
Public Library	3L		1/	2/	3/	4/	5/	6/
Industry	4M		1/	2/	3/	4/	5/	6/
Mass Media	5N		1/	2/	3/	4/	5/	6/
Adult Dev. Agencies	6O		1/	2/	3/	4/	5/	6/
Correctional Inst.	7P		1/	2/	3/	4/	5/	6/
Universities	8Q		1/	2/	3/	4/	5/	6/

Name of Project Director _____ Project Location _____ Date _____

Project Code _____

Demographic Report on Individuals and Institutions Involved in Project

Individuals	Code	No. of Ind. Involved	Planning	Formal Training	Staffing Assignment	Field Based Activities	Management & Coord.	Evaluation & Assessment
Professional Staff	A1		1/	2/	3/	4/	5/	6/
Administrators	B2		1/	2/	3/	4/	5/	6/
Local Project Dir.	C3		1/	2/	3/	4/	5/	6/
Teachers	D4		1/	2/	3/	4/	5/	6/
Community	E5		1/	2/	3/	4/	5/	6/
Paraprofessional Staff	F6		1/	2/	3/	4/	5/	6/
Paid Staff	G7		1/	2/	3/	4/	5/	6/
Volunteers	H8		1/	2/	3/	4/	5/	6/
Tutors	I9		1/	2/	3/	4/	5/	6/
Peer Tutors	J1		1/	2/	3/	4/	5/	6/
Admisory Council Members	K2		1/	2/	3/	4/	5/	6/
Task Force Members	L3		1/	2/	3/	4/	5/	6/
Other _____	M4		1/	2/	3/	4/	5/	6/

Manual for Utilizing A Right to Read Planning and Evaluation Instrument

Prepared in Partial Fulfillment of
Contract Obligations (Contract # K130)
For the Evaluation of the Right to Read
Program for the State of Illinois

by

The Research and Development Center
The College of Education
Roosevelt University
Chicago, Illinois 60605
Completed November 14, 1975

Monitoring Procedures for Local Right to Read Projects:

The Discrepancy Evaluation Model: An Overview

For efficient monitoring of local R2R projects, a model of evaluation had to be selected which organized a large variety of program variables into a system that could be easily utilized and understood by both State Staff and local directors. The Discrepancy Evaluation Model (DEM)[1] was judged to satisfy these general criteria and was chosen as the model upon which a monitoring system for future R2R Projects was to be developed. What follows is a description of the framework of ideas on which the DEM is based and the general way in which it will be used with R2R Projects.

Components of the Model

The DEM posits that the basic components of projects of action are the activities to be accomplished and the individuals and institutions involved in these activities. It proposes further that individuals will change in some measurable way as a result of these activities. The DEM assumes that projects have not emerged without some degree of planning and that this planning activity has been conducted for the express purpose of reaching some stated objectives. When individuals involved in the project adequately perform the planned activities and reach their intended goals, they accomplish what they initially proposed ought to have been accomplished. To the extent that proposed activities and objectives are not fulfilled as originally intended, there exists a discrepancy between what ought to have been accomplished and what in reality was accomplished. It is this difference - between real accomplishments and those originally intended (the oughts) - that defines the discrepancy for this model of evaluation.

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[1] Provus, Malcolm, Discrepancy Evaluation, California: McCutchan Publishing Corporation, 1971.

Requirements for Application: Input and Output

In utilizing this model for monitoring local R2R projects, it is required that local R2R directors submit information concerning the intended activities and objectives to be accomplished, a list of the individuals and institutions participating, and a time frame for completion of these events. Periodic reports to the State R2R Staff of progress towards completion of stated objectives are then compared to the initial intentions as outlined in the submitted plans. From these comparisons the State R2R Staff can evaluate the progress of individual projects relative to stated intentions as well as evaluate relative progress of the projects statewide.

An additional function of the DEM is to describe the ways in which project participants as a group have changed over time as a result of the activities performed. The changes described by the DEM constitute increases in knowledge and skills and changes in the attitudes and relations of the project participants. Each activity that is chosen by local directors involves one of these kinds of changes. The progress status of each activity as reported by directors provides the basis upon which an assessment of the degree of change in knowledge, skills, attitudes, or relations is made.

Summary

The Discrepancy Evaluation Model enables a monitoring agency (the State Staff) to judge the progress of individual local projects through comparison of real accomplishments with intended accomplishments. Such measures of discrepancy can then be collectively interpreted and compared across all projects or groups of projects. In addition, estimations of change with respect to knowledge, skills, attitudes, and relations can be made for individual projects or for projects as a whole.

The R2R Evaluation Instrument: Development and Utilization

In order to monitor R2R local projects using the DEM, an instrument was developed to be utilized by local directors for planning their projects and reporting progress. A copy of this instrument has been included at the end of this packet, and it may be helpful to refer to it while reading the following sections.

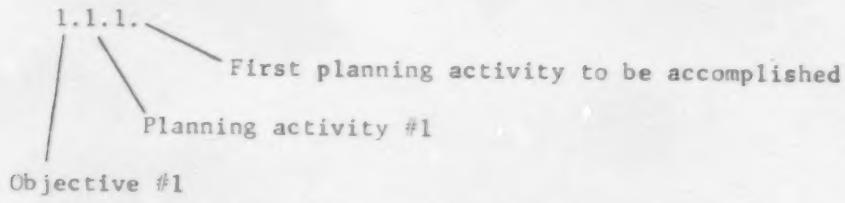
Development of the Instrument

The following explanation outlines the procedures undertaken in the construction of the instrument and explains the meanings of its various parts. Prior to designing the instrument, four separate classification lists were constructed and coded. The first listed all the activities of R2R projects and divided the activities into one of six major elements (categories). These six elements are: 1) Planning, 2) Formal Training, 3) Staffing Arrangements, 4) Field Based Activities, 5) Management and Coordination, and 6) Evaluation. Under such classification, every activity became a sub-element under one of the six elements, and each was assigned a code number (1 - 6) designating the kind of activity it was. Each activity was then assigned an additional code number indicating the sequence in which the activity was to be undertaken. For example, Objective #1 requires sixteen activities which can be categorized under the major elements of Planning, Staffing, Management, and Evaluation. Therefore, each activity was assigned numbers 1, 3, 5, or 6. An additional number from 1 to 16 was assigned indicating the order in which the activities were to be accomplished.

To distinguish the activities for one objective from the activities of another, each activity was assigned one more number; the number of the objective it belonged under. For R2R projects there are a total of sixteen objectives. Consequently, each activity received a third number code (1 - 16).

Summarizing, the coding system used for the classification of activities involves three separate classifications for each activity: the objective the activi-

ty pertains to (1 - 16), the kind of activity it is (1 - 6), and the order in which it is to be performed (1 - 16 for Objective #1, 1 - 14 for Objective #2, etc.). The entire code for the first activity of Objective #1 therefore appears as follows:



The activities and their codes appear on pages 1 to 17 on the instrument with the above codes in the left hand column.

The second classification list to be constructed was composed of the individuals who may be involved in R2R projects. The individuals were simply listed and given a code comprised of a letter and a number (page 18 of instrument). A similar third classification list was constructed of the institutions which may be involved. Each institution was also given a code number and letter, but the sequence of the letter and number was reversed from that of the list of institutions (page 19 of the instrument).

The fourth classification list identifies the change variables which are associated with the activities. It will be remembered that a change variable indicates the condition that a particular activity seeks to change, and the variables under consideration represent changes in knowledge, skills, attitudes, or relations. In the monitoring of local projects, the State R2R Staff will need to determine the knowledge, skills, attitudes, or relations resulting from performance of the activities. To facilitate the gathering of such information, each change variable was listed and given both a letter and number code. The letter indicates the major classification of knowledge (K), skills (S), attitudes (A), or relations (R), and the number indicates the kind of knowledge, skill, attitude, or relation

as identified in the classification list of change variables. Each activity was then assigned a change variable code. These codes do not appear on the instrument itself since project directors will not need to deal with them. They are contained in the computer program, however, which compiles the project data, and change variables information will appear on computer printouts for the State Staff and local directors.

How to Use the Instrument

The instrument is to be used basically in two ways: as an aid to project planning and as a monitoring device. During the training, directors will receive copies of the instrument. After becoming quite familiar with all its aspects, they will engage in the planning of their project or will report the previously determined plan by circling those objectives and activities on the instrument which they intend to accomplish. In addition, they will fill in the estimated time of completion of objectives in the space at the end of each objective. It is also suggested that a completion date be assigned each activity.

The last two pages of the instrument comprise the listings of type and number of individuals and institutions involved in the local project. Besides reporting on these pages the number of individuals and institutions, directors will also show the major activities that the individuals and institutions will be involved in by placing checks in the appropriate columns labled planning, formal training, etc.

The instruments containing the circled objectives and the itemization of the type and number of individuals and institutions constitute the directors' project plans. These project plans will be due from all directors either at the end of the training session or shortly following its conclusion (to be determined by the University and State R2R Staff).

The first seven objectives and their activities are to be completed by all

project directors. The remaining nine objectives and included activities are optional, and directors are free to choose among these for inclusion in their project.

For the monitoring function, directors will receive by mail the same forms (or copies) they had previously filled out which indicated the objectives and activities they had chosen. Included with the instrument will be instructions for reporting their progress. Directors will circle the numbers 3, 2, or 1 in the three columns at the right of the instrument indicating the status of completion of the activities under each required and chosen objective. Once the numbers have been circled for each activity originally chosen to be accomplished, the completed instrument will be mailed back to the State R2R Staff for computer analysis. This reporting procedure will be repeated throughout the year, the number of times to be determined by the State R2R Staff.

Detailed Instructions for Completing the Instrument

Certain specific details concerning use of the instrument must be outlined at this point. At the top - left of each page of the instrument, there is a space for Project Code. The project code is a 5 character code. The first character is simply the number of the training session attended. For Fall, 1975, this will be number 3, and all directors in the same training session will have the same number 3 for their first digit. The second character equals the number of the geographic region that directors are from; either region 1, 2, or 3. The last three characters (places) are the first three letters of the name of the town directors are from.

On the upper right hand corner of the instrument, project directors fill in their name, and then below it they circle one of the numbers in the five boxes. The number 1 is selected in most cases for this reveals that directors are starting on that particular objective for the first time. If in the future they were to do this objective a second time, or were to drop it and restart again

later, they should circle the number in the second box. If started a third time, they would circle the number in the third box and so on. For the computer analysis, it is extremely important that this number be circled. The computer will interpret the completion status of the activities according to what number is circled above.

Objectives 11 - 13 each require the same activities. The only difference among these objectives is that Objective 11 applies to pre-school, Objective 12 to K - 12, and Objective 13 to the adult level. Directors may choose one or all three objectives depending upon the breadth of their volunteer program. If they choose more than one level, they will evaluate the completion status of activities as they pertain to all levels separately. A separate sheet of activities will have to be used for each level of operation.

Finally, for the last two pages of the instrument, directors will have to determine which individuals and institutions are involved in planning, formal training, staffing, field based activities, management and coordination, and evaluation. To make this determination consistent among directors, these six categories have been defined including examples for clarification, and a specific set of instructions have been formulated.

Instructions

Instructions for filling out the final two forms are as follows. One sheet is for individuals and one is for institutions, and this is indicated at the top of the left hand column on each form. On the "individuals" form, you will see a space for name, project location (town, district, and county), and the date. In the left hand column is a list of the different roles which individuals in a Right to Read Project can occupy. The column to the right of this is labeled Code, and nothing has to be done by R2R directors for this column. The next column asks for the number of individuals involved in the various roles. For example, in most projects there is a single director. If this were the case, a

number 1 would appear in this column. Many projects involve teachers in some capacity, If 5 teachers were involved, the number 5 would appear in this column next to the category, Teachers. Directors of projects which do not utilize teachers will leave that part of the column blank. At the bottom, there is a space labeled "other", and if other roles exist which have not been included, they can be listed at the bottom of the page.

Columns 1 - 6 refer to the major type of activity which individuals might be involved in. Directors, for example, may have been heavily involved in Planning the program, Formal Training of volunteers, Assigning Staff members, and conducting the Evaluation. In this case, a number 1 (indicating one director) would appear under those major activities (columns 1, 2, 3 and 6). Please note that the director is to be listed in each of the activity categories in which he will participate. This is true for the other individuals as well. For example, the advisory council members may be primarily involved (either as a group or as task forces) in the activities of Planning and Evaluation. The number of individuals involved (from the Advisory Council) in these activities should then be indicated in columns 1 and 6. If, for example, a task force of four members were to participate in Planning, and an additional task force of 6 members participated in more than one activity, the number 4 would appear under each activity. Appearing in each of the columns, then, will be the number of individuals who participate in a particular role. When stating numbers of persons, please remember to make the distinction between clients to be served and participating project personell.

In some cases, decisions will have to be made concerning what constitutes participation and what does not. The determination of significant participation will be left to the judgement of individual directors. Reasonable estimates of numbers of participants will be acceptable.

Operational definitions of the activities appearing on these two forms

have also been included. This is to identify what is meant by these terms and to insure that all directors view these activities similarly.

The form for "Institutions" is nearly identical in its intent and structure to that of "Individuals," and the same procedure can be followed in filling out both forms. These data will be utilized primarily to formulate an overall profile of Right to Read Projects in general in terms of these characteristics.

Operational Definitions of Planning, Formal Training, Staffing Arrangements, Field Based Activities, Management and Coordination, and Evaluation

Planning

Webster (1968) defines planning as "devising a scheme or program for making, doing, or arranging something, to construct a method of proceeding." In the case of R2R Projects, individuals engaged in planning would participate in the following types of activities:

compiling lists of population segments representative of community,
selecting priority first year objectives for the Advisory Council,
developing plans for Advisory Council activities,
planning the yearlong R2P program,
planning needs and resources assessments,
tapping media resources,
planning staff development and in-service training,
planning evaluation activities.

Formal Training

Formal training is broadly defined to include attendance by directors and other project staff at mini-workshops given by the State R2R Staff and formal coursework offered by institutions of higher education. It is not necessary that official credit be offered or obtained. In addition, formal training can include training offered clients of R2R local programs. This can involve staff development workshops, learning activities for parents, training in reading skills, training of volunteers. Individuals should be included in this category if they receive formal training and/or if they offer it.

Staffing Arrangements

Individuals involved in staffing are those who have the task of placing persons in various positions or those who have tasks which bear upon that placement. These activities include:

requesting of nominations for various positions,
obtaining vitas and other recruitment information,
electing officers,
assigning staff responsibilities,
choosing resource people to help in training,
identifying task forces.

Field Based Activities

These involve activities at the local level (in the field) not necessarily covered under other major activity categories. A wide variety of activity is covered:

field testing of instruments,
conducting needs and resources assessments of all types,
implementing plans and programs,
suggesting methods of broadening services,
conducting surveys,
conducting informal training.

Management and Coordination

Activities under this category are also varied. They involve supervising, controlling, and organizing action. Activities which establish links and bring together related functions are included. Examples are:

dissemination of information,
conducting of meetings,

scheduling of activities,
publicizing project activities,
coordinating literacy efforts,
answering requests from community,
submitting proposals and obtaining support,
recognizing contributions.

Evaluation

For R2R projects, evaluation activities are best explained simply by examples. They include the following:

reports of progress, of inventories, and of statistics,
designing of survey instruments,
writing interpretive summaries,
assessing of accomplishment of objectives,
assessing effectiveness of programs.

A P P E N D I X F

SES and Success Ratings for Right to Read Projects

R2R Success Level and SES

Date of Preparation
12/75

The success rating for each project was determined as explained on the "Right to Read Project Summary Sheet." The SES measure was obtained by subtracting the percent of Title I elegibles in each school district (provided by the IOE data processing service in November, 1975) from 100. The descriptive statistics for the two variables are presented in the following table:

variable	mean	s.d.
success	5.64	3.49
SES	85.04	17.62

Of the 55 Right to Read programs presently in operation, the correlation between success and SES is +0.31. Though the correlation is not very large, it is statistically significant at $p < .011$. Thus, there is a tendency for the more successful projects to be those in higher SES communities, and this tendency is greater than that which would be expected by chance.

KEY PUNCH SUMMARY SHEET: R2R PROJECTS

Code	Region 1	Number of Successful Profiles	ESEA Percentage Eligibles
11AUW	Aurora West	11	5.58
21ZIO	Zion	11	25.74
11ROC	Rockford	10	14.15
11SUG	Sugar Grove	10	4.31
11DEK	DeKalb	9	3.86
11LAN	Lansing	8	4.55
11PAL	Palos Hills	8	2.32
11ORL	Orland Park	7	2.79
11LGR	Long Grove	6	2.64
11IYC	Illinois Youth Centers	5	*
11POR	Port Byron	5	7.97
11ROS	Roselle	4	3.70
11CHI	#299 Chicago	3	41.36
21AEA	Aurora East	2	11.36
11MOR	Morrison	2	6.57
21STJ	Chicago	1	41.36
11LEM	Lemont	1	8.04
11JOL	Stateville	0	*

Code	Region 2	Number of Successful Profiles	ESEA Percentage Eligibles
12CHA	Champaign	12	13.37
22GEO	Georgetown	10	14.91
12LIN	Lincoln	10	11.37
12BLO	Bloomington	9	13.82
22LLC	Lake Land College	9	9.87
12DEC	Decatur	9	15.92
22KAN	Kankakee	9	14.90
22LER	Leroy	8	8.75
12OAK	Oakwood	8	9.90
22CHA	Charleston	7	9.87
22BHC	Kewanee	7	12.57
12PON	Pontiac	6	*
12PEK	Pekin	6	4.88
12CLI	Clinton	6	7.68
12NOR	Normal	6	8.47
22WAS	Washington	4	5.96
12DWI	Dwight	4	*
22HUT	Hutsonville	0	12.88
12PEO	Peoria	0	19.21

9 - 12 = Excellent

8 - 4 = Average

3 - 0 = Foor

Code	Region 3	Number of Successful Profiles	ESEA Percentage Eligibles
13ALT	Alton	10	15.84
13COL	Collinsville	10	10.38
23MON	Monmouth	10	12.85
13CHR	Christopher	9	38.53
23FRA	Franklin	5	17.64
13HAN	Hanna City	5	*
13WIN	Winchester	4	17.64
13MAS	Mascoutah	4	13.06
13EDW	Edwards	3	18.94
13LOV	Lovejoy	3	70.91
23OFA	O'Fallon	3	7.81
23PAW	Pawnee	3	9.04
23OSL	Springfield: OSL	2	**
13MEN	Menard	2	*
13DAL	Dallas City	2	16.91
13ESL	East St. Louis	1	65.81
13EST	East St. Louis	1	65.81
13CAI	Cairo	0	71.22

* correctional institution
** private school

For the project code the data card columns are:

Column 1: Training session
Column 2: Region
Column 3, 4, 5: Project code

Example: 11AUW means training session #1, Region #1, Aurora West

RANK ORDER OF R2R PROJECTS INDICATING NUMBER OF OBJECTIVES COMPLETED FOR THE THREE REGIONS

Region 1		Region 2		Region 3	
Aurora West	11	Champaign	12	Alton	10
Zion	11	Georgetown	10	Collinsville	10
Rockford	10	Lincoln	10	Monmouth	10
Sugar Grove	10	Bloomington	9	Christopher	9
DeKalb	9	Lake Land College	9	Franklin	5
Lansing	8	Decatur	9	Hanna City	5
Palos Hills	8	Kankakee	9	Winchester	4
Orland Park	7	Leroy	8	Mascoutah	4
Long Grove	6	Oakwood	8	Edwards	3
Ill. Youth Centers	5	Charleston	7	Lovejoy	3
Port Byron	5	Kewanee	7	O'Fallon	3
Roselle	4	Pontiac	6	Pawnee	3
#299 Chicago	3	Pekin	6	Springfield: OSL	2
Aurora East	2	Clinton	6	Menard	2
Morrison	2	Normal	6	Dallas City	2
Chicago	1	Washington	4	East St. Louis	1
Lemont	1	Dwight	4	East St. Louis	1
Stateville	0	Hutsonville	0		
		Peoria	0		

A P P E N D I X C

Categories of Activities for Staff Utilization of Time

Categories of Activities for Staff Utilization of Time Reports

a. Preparing and Training

Making necessary arrangements and notifying participants, when appropriate, on current workshop details; identifying, preparing or gathering necessary materials and equipment for workshop packets and presentations.

b. Information Dissemination

Responding to requests from local Right to Read directors, including LVA participants; providing brochures, training program information, National Reading Improvement information; providing, for agency and university staffs, materials for meetings; responding to telephone requests.

c. Planning

Writing state Right to Read Plan and addenda to it; attending Right to Read staff meetings to discuss program direction and workshop activities; attending sectional staff meetings and in-service sessions.

d. In-house Reporting

Annual and monthly reports, travel vouchers, evaluation comments, visitation reports, telephone reports, requests for proposals, memoranda, purchase requisitions, etc.

e. Workshops

Identifying, preparing or gathering materials for packets of presentations; presentations at workshops.

f. Advisory Councils

Communication with advisory councils and task forces; organizing State Advisory Council; researching information for advisory councils or task forces.

g. Professional Growth

Attending international, national and state conferences; reviewing liter-

ature and materials from National Right to Read, from other agencies within the state office, and from within the section.

A P P E N D I X H

Proposed Total Budget
Including Carry-Over Funds and New Grant Monies
Right to Read In Illinois
March 1, 1975 - February 28, 1976

PROPOSED TOTAL BUDGET
INCLUDING CARRY-OVER FUNDS AND NEW GRANT MONIES
RIGHT TO READ IN ILLINOIS
MARCH 1, 1975 - FEBRUARY 28, 1976

TOTAL BUDGET		
MARCH 1, 1974 - FEBRUARY 28, 1976		$349,000.00
TOTAL EXPENDITURES		
MARCH 1, 1974 - FEBRUARY 28, 1975		113,112.00
TOTAL CARRY-OVER		$235,888.00
CARRY-OVER		$235,888.00
COOPERATIVE RESEARCH ACT GRANT		
MARCH 1, 1975 - FEBRUARY 28, 1976		214,776.00
TOTAL PROPOSED BUDGET		
MARCH 1, 1975 - FEBRUARY 28, 1976		$450,664.00

I. ADMINISTRATION

A. Professional Personnel Costs

1 Education Specialist - to serve as Right to Read Coordinator for Illinois.		
$1650.00 per month X 12 months	19,800.00	
14% fringe benefits	2,772.00	
	22,572.00	$22,572.00
6 Education Specialists - to help implement Right to Read objectives and offer consultative services to local Right to Read directors		
Av. $1450.00 per month X 6 people	104,400.00	
X 12 months	14,616.00	
14% fringe benefits	119,016.00	$119,016.00

B. Support Personnel Costs

4 Clerk Typists to handle clerical duties for the Coordinator and field consultants		
Av. $650.00 per month X 6 people X	46,800.00	
12 months	6,552.00	
14% fringe benefits	53,352.00	$53,352.00

C.	Travel		
	Right to Read Coordinator Includes 5 meetings out-of-state	3,600.00	
	6 Right to Read field consultants Includes 1 meeting each out-of-state	21,600.00	
	$3,600.00 X 6 people	25,200.00	$25,200.00
D.	Rent		
	$900.00 per month X 12 months	10,800.00	$10,800.00
E.	Supplies, printing, postage		
	Supplies, Av. $600 per month X 12 mos.	7,200.00	
	Printing (itemized in Program Plan)	41,024.00	
	General Commodities (itemized in Program Plan)	20,000.00	
	Postage	5,000.00	
	Commodities - Materials for Literacy Volunteers of America Workshop (itemized in Program Plan)	13,000.00	
	Equipment (itemized in Program Plan)	1,250.00	
		87,474.00	87,474.00
	TOTAL ADMINISTRATION		$318,414.00
II.	CONTRACTUAL SERVICES		
A.	Travel expenses for participants in regional training programs 6 regions X 50 participants each = 300 participants 300 X av. $25.00 per day expenses X 10 days	75,000.00	$75,000.00
B.	Resource people to assist in regional training programs		
	Contractual fee - $75.00 per day X 60 days	4,500.00	
	Travel expenses - Av. $75.00 per day X 60 days	4,500.00	
		9,000.00	$9,000.00
C.	Right to Read Advisory Council and Task Forces		
	Advisory Council	6,000.00	
	Task Forces	2,750.00	
		8,750.00	$8,750.00
D.	Illinois-Wisconsin mini-workshop for local Right to Read directors		
	Travel expenses - Av. $100 X 100 people	10,000.00	$10,000.00
E.	Travel expenses for people attending Literacy Volunteers of America training programs		
	Av. 600 participants X $10.00 per	6,000.00	$6,000.00

F. Contractual fee for external evaluation of Right to Read at Office of the Superintendent of Public Instruction	22,000.00	$22,000.00
G. Contractual fee to edit and index ERIC abstracts on reading for joint ERIC-OSPI publication	1,500.00	1,500.00
TOTAL CONTRACTUAL		$132,250.00

TOTAL ADMINISTRATION	$318,414.00
TOTAL CONTRACTUAL	132,250.00
	$450,664.00